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ABSTRACT

This implementation guide was developed from a project to integrate career education into existing preservice teacher training courses and to prepare students in these courses to serve as career education catalysts in their schools. Integration schematics for core courses in the Secondary Education Teacher Preparation Program at the University of Arizona are presented, and a step-by-step process for implementing a university-based career information center is outlined including the necessary elements: advisory committee, location and space, equipment, materials, files, guidelines for use, orientation, public relations, workshops, vocational assistance, staff, budget, and evaluation procedures. Initial and long range training activities for implementing in-service training of university personnel are also included. Approximately one-half of the report consists of the following appendices: Sample Career Information Center Bibliography, Sample Occupational Clustering Systems, Alternative Resource Speaker Filing Systems, Orientation: The Career Information Center, Suggested Topics for Career Information Center Workshops, and Selected References. (HP)

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Integrating Career Education Into Teacher Preparation

Implementation Guide for College/University Use

Brenda B. Even

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CONTENTS

	Page
FOREWORD	v
CAREER EDUCATION INTEGRATION MODEL	1
Introduction	3
Schematics	5
IMPLEMENTATION--CAREER INFORMATION CENTER	23
Overview	24
Step-By-Step Process	26
Elements	27
Advisory Committee	27
Location and Space	27
Equipment	28
Materials	28
Files	30
Guidelines for Use	31
Orientation	32
Public Relations	33
Workshops	33
Vocational Assistance	34
Staff	34
Budget	35
Evaluation	36
Overview	36
Instruments	36
IMPLEMENTATION--IN-SERVICE TRAINING	50
Initial Activities	52
Long Range Training	66
APPENDICES	68
Appendix A: Sample Career Information Center Bibliography	69
Appendix B: Sample Occupational Clustering Systems	106
Appendix C: Alternative Resource Speaker Filing Systems	108
Appendix D: Orientation: The Career Information Center	110
Appendix E: Suggested Topics for Career Information Center Workshops	112
Appendix F: Selected References	113

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FOREWORD

Whether Career Education will indeed be considered the educational innovation of the seventies is still to be determined. The fact that it has made an impact on our education institutions is nevertheless obvious. And because school districts throughout our various states have committed their energies--in varying degrees--to the Career Education approach, we at the college/university level have likewise found ourselves involved. We can no longer send out teachers who are uninformed about Career Education, who know neither what it is nor how to implement it.

Such was certainly the case in the state of Arizona and at The University of Arizona. Since 1971, the Arizona State Legislature has appropriated over 15 million dollars for the implementation of Career Education K-12. These monies were assigned on the basis of proposals to a variety of district and county projects whose responsibility it was to assist local schools in integrating Career Education into existing curriculum.

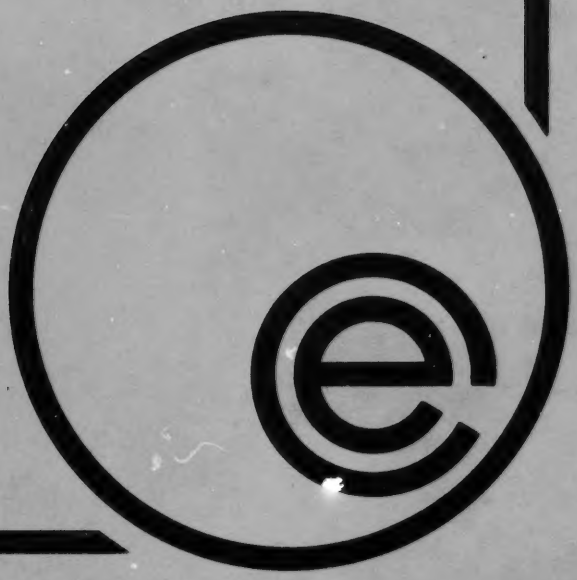
Although each project was successful in its own right, there was seemingly a component missing--that component which would augment and support these projects. With funding not as plentiful and with projects forced to spread their personnel thinner, it seemed obvious that a Career Education project at the university level could provide such support by supplying projects with school personnel who were already trained in and familiar with the Career Education concepts and materials.

On the basis of that rationale, The University of Arizona College of Education Career Education Project was funded in February, 1974. The goal of the Project was to integrate Career Education into existing in-service teacher training courses and so prepare students in these classes to serve as Career Education catalysts in their schools. Previous work in local school systems and the realization that consultation with professors and students would mandate it led the coordinators of the project, Dr. Brenda B. Even and Dr. Betty J. Newlon, to insist upon the development of a Career Information Center. With the help of Suzanne Delap, Project administrative assistant, existing Career Education-related materials were collected; new materials were ordered; and a working resource operation evolved.

The Center and indeed the Project itself have now been in operation for several years. It is therefore in terms of this information and experience, as well as on the basis of extensive research and creative application that this guide has been developed. Hopefully, it will serve as a useful tool for those attempting to integrate Career Education into teacher preparation.

Brenda B. Even, Ph.D.
University of Arizona

Career Education Integration Model



INTEGRATING CAREER EDUCATION INTO TEACHER PREPARATION

An extensive review of the literature in the Career Education field reveals that little emphasis has indeed been placed on Career Education at the pre-service level. More precisely, the literature indicates that college and university teacher preparation efforts in Career Education fall into the following categories: in-service programs, elective courses, curriculum development, and a few pre-service options. Consequently, the purpose of "Integrating Career Education Into Teacher Preparation"[1] is to develop a model which integrates Career Education into an existing teacher preparation program; in this case, that of the Secondary Education Department, College of Education, The University of Arizona.

The significance of such a model can be examined from three distinct vantage points--the national perspective, the state vista, and the local outlook. From the national perspective, it is significant because it deals directly with the problem of training pre-service personnel; because it suggests an integrated Career Education approach, rather than either a single course or an overshadowing college emphasis; and because it fulfills a designated and practical research need. From the state vista, it is significant because of Arizona's 15 million dollar emphasis on the integration of Career Education into its K-12 educational framework. And finally, from the local outlook, the study is significant because of its integrative and option-providing nature which is applicable to the Secondary Education Department's teacher preparation program.

This model is both analytical and developmental in nature. It was designed as the result of examining the existing pre-service teacher preparation program in The University of Arizona's Secondary Education Department. It was then developed by integrating Career Education into this existing teacher preparation program. First, the rationale, as well as the outcomes and elements for integrating Career Education, were delineated and analyzed. Then, on the basis of the literature reviewed (Bailey 1974b; Goldhammer 1972; Hansen, Klaurens, Tennyson 1973a; Keller 1972c; Kiesow 1972, 1973; for example), the Hansen-Klaurens-Tennyson set of Career Education components of integration was designated: need, Career Education concept, orientation to the

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[1]The complete text of this study is contained in Even, Brenda B., "Integrating Career Education Into Teacher Preparation." Unpublished doctoral dissertation. Tucson, Arizona: The University of Arizona, 1975.

world of work, information systems and use of resources, implementation through curriculum, guidance and counseling skills, and change process. Selection of this set was based on (1) internal coherence in terms of a developmental Career Education training plan, and (2) integrative consistency in relation to the existent teacher preparation program itself.

What follows, then, are the overall course integration schematics, which were developed in terms of the core courses in the teacher preparation program of the Department of Secondary Education. In addition to these wholistic schematics, individual core course schematics were likewise developed, outlining outcomes, elements, integration components, objectives, suggested activities, evaluation, and resources. A separate schematic, detailing the use of the Career Information Center, is also included, along with in-service program schematics.

This model is presented in the hope that pre-service educators can use it as a tool to meet the challenge of preparing certifiable teachers who possess a Career Education competency. Undoubtedly, pre-service educators will accept this challenge, as "it would be ironic if career education were to meet with initial success in the schools primarily because of an intensive in-service program, only to find new and young teachers emerging from teacher training institutions, unequipped to work in the field of career education."[2]

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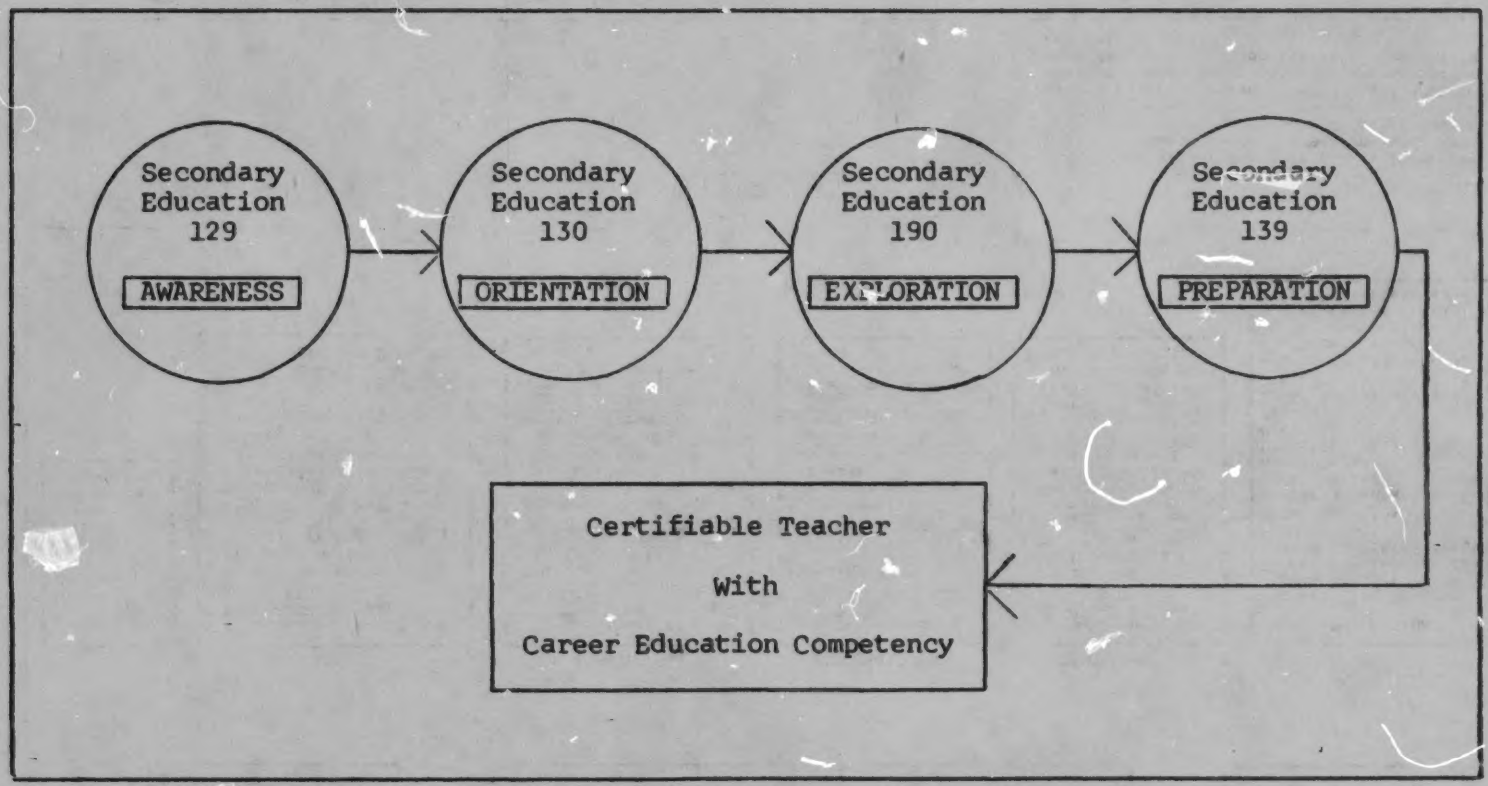
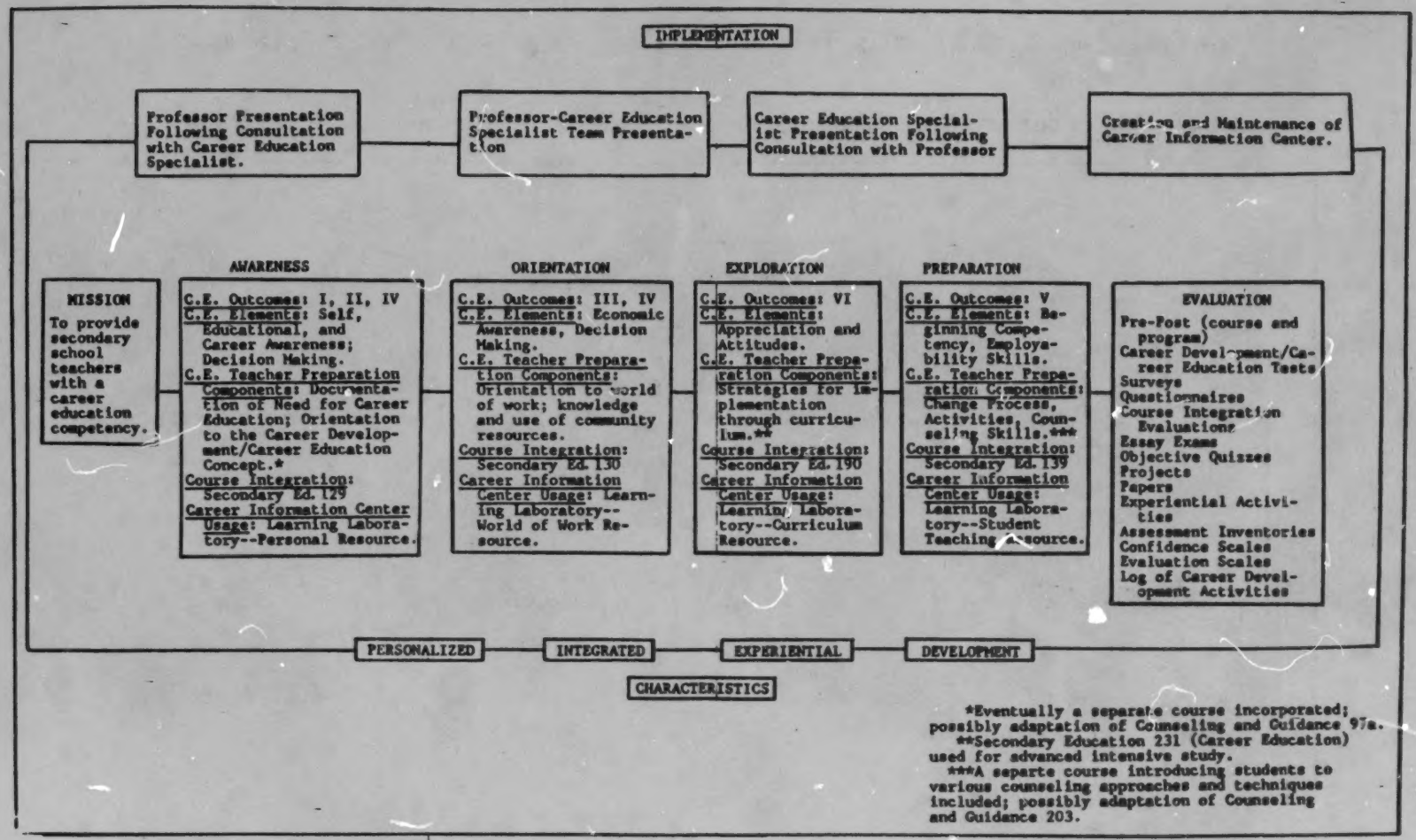
[2]Halverson, The Journal of Teacher Education, 1973, p. 112.



Integration Schematic I: Career Education Emphasis in Existing Core Courses of the Secondary Education Teacher Preparation Program

Schematic design adapted from POP Instructional Model (Hackett et al. 1974).


IMPLEMENTATION
Professor Presentation Following Consultation with Career Education Specialist.
Professor-Career Education Specialist Team Presentation
Career Education Specialist Presentation Following Consultation with Professor
Creation and Maintenance of Career Information Center.
MISSION
To provide secondary school teachers with a career education competency.
AWARENESS
C.E. Outcomes: I, II, IV
C.E. Elements: Self, Educational, and Career Awareness; Decision Making.
C.E. Teacher Preparation Components: Documentation of Need for Career Education; Orientation to the Career Development/Career Education Concept.*
Course Integration: Secondary Ed. 129
Career Information Center Usage: Learning Laboratory--Personal Resource.
ORIENTATION
C.E. Outcomes: III, IV
C.E. Elements: Economic Awareness, Decision Making.
C.E. Teacher Preparation Components: Orientation to world of work; knowledge and use of community resources.
Course Integration: Secondary Ed. 130
Career Information Center Usage: Learning Laboratory--World of Work Resource.
EXPLORATION
C.E. Outcomes: VI
C.E. Elements: Appreciation and Attitudes.
C.E. Teacher Preparation Components: Strategies for implementation through curriculum.**
Course Integration: Secondary Ed. 190
Career Information Center Usage: Learning Laboratory--Curriculum Resource.
PREPARATION
C.E. Outcomes: V
C.E. Elements: Beginning Competency, Employability Skills.
C.E. Teacher Preparation Components: Change Process, Activities, Counseling Skills.***
Course Integration: Secondary Ed. 139
Career Information Center Usage: Learning Laboratory--Student Teaching Resource.
EVALUATION
Pre-Post (course and program)
Career Development/Career Education Tests
Surveys
Questionnaires
Course Integration Evaluations
Essay Exams
Objective Quizzes
Projects
Papers
Experiential Activities
Assessment Inventories
Confidence Scales
Evaluation Scales
Log of Career Development Activities
PERSONALIZED
INTEGRATED
EXPERIENTIAL
DEVELOPMENT
CHARACTERISTICS

*Eventually a separate course incorporated; possibly adaptation of Counseling and Guidance 97a.

**Secondary Education 231 (Career Education) used for advanced intensive study.

***A separte course introducing students to various counseling approaches and techniques included; possibly adaptation of Counseling and Guidance 203.

Integration Schematic II: Complete Schematic of Career Education Integration into Existing Core Courses of the Secondary Education Teacher Preparation Program.

Integration Schematic III: Secondary Education 129--
Principles and Curricula of Secondary Education

Course Description: Historical development of the high school; aims, functions, and outcomes; the curriculum; relation to other divisions of the school system.
Career Education Level: Awareness
Career Education Outcomes: I, II, and IV
Career Education Elements: Self, Educational and Career Awareness; Decision Making
Career Education Teacher Preparation Components: Documentation of Need for Career Education; Orientation to the Career Development/Career Education Concept

Course Objectives	Career Education Objectives	Suggested Activities	Evaluation	Resources
1. To develop in the student an understanding and appreciation for the history of secondary education.	1. To document the need for career education through an analysis of the history and philosophies of education. (Correlation with course objectives 1 and 3)	1.1 Research the evolution of career education since 1960.*	Pre-Evaluation 1.1 Group presentation	1.1 Olson (n.d.) "Literature of Career Education"; Bailey (1974b) Education 304b, Course Syllabus and Modules I and II.
2. To study comparatively the education systems of several countries to appreciate differences and commonalities among the many educational systems.	2. To expose the student to the concept and principles of career education. (Correlation with course objective 5)	2.1 Participate in career education orientation programs.	2.1 Quizzes	2.1 Even (1973) Training Packets. a. Career Education: A National Priority b. Career Education: A State's Involvement c. Career Education: A University Project d. Career Education: Assistance for New and/or Student Teachers
		2.2 Examine and critique models for career education.*	2.2 Model critiques	2.2 Hansen et al. (1973c) TECE Module 3

Integration Schematic III: Secondary Education 129, Continued

Course Objectives	Career Education Objectives	Suggested Activities	Evaluation	Resources
		2.3 Visit a school actively involved in implementing a career education program.	2.3 Written report of observations	2.3 Hansen et al. (1973c) TECE Module 3
3. To place cultural and pragmatic philosophies in an historical perspective from which the student can begin to develop his personal philosophy of education.	3. To develop in the student an understanding of career development theory and practice as they apply to students in the junior high/middle school, high school and junior college.	3.1 Write an introspective career development paper.	3.1 Discussion of paper with student.	3.1 Hansen et al. (1973c) TECE Module 3
		3.2 Conduct an exploratory career needs interview.	3.2 Student participation in class. Analysis of career needs interviews.	3.2 Hansen et al. (1973c) TECE Module 3
		3.3 Do independent readings on career development theory and practice.*	3.3 Group presentation. Individual presentation or student research paper on a career development topic.	3.3 Hansen et al. (1973a) TECE Module 1--References; (1973c) Module 3
4. To develop an understanding of the comprehensive high school as it is today by having the students prepare a curriculum guide stressing: typical offerings, requirements, and innovations.		*Use materials available in the Career Information Center, College of Education, University of Arizona.	Post-Evaluation	
5. To expose the student to current educational trends and thought through analysis of "critics," experimental schools, and innovations.				

Integration Schematic III: Secondary Education 129, Continued

Course Objectives	Career Education Objectives	Suggested Activities	Evaluation	Resources
6. To expose the student to research in his/her field by having the student seek and relate to the class, literature obtained from appropriate periodicals. 7. To develop in the student an understanding of and placement in secondary education of: junior high/ middle school, high school, and junior college.				

Integration Schematic IV: Secondary Education 130--Teaching in the Secondary School

Course Description: General secondary school teaching methods; measurement and evaluation of learning as applied directly to classroom observation; school policies and procedures.
Career Education Level: Orientation
Career Education Outcomes: III and IV
Career Education Elements: Economic Awareness, Decision Making
Career Education Teacher Preparation Components: Orientation to the World of Work; Knowledge and Use of Community Resources

Course Objectives	Career Education Objectives	Suggested Activities	Evaluation	Resources
1. Philosophy, functions, purposes of Secondary Education.	1. Given the realization that one of the purposes of secondary education is to prepare students for careers, the student will be knowledgeable about the world of work; i.e., economic trends, the structure of work, the labor force, manpower needs, job information. (Correlation with course objective 1)	1.1 Visit the Career Information Center or a local community resource center and examine the world of work information.	Pre-Course Evaluation 1.1 Summary report regarding information available.	1.1 Career Information Center, Room 214, College of Education, University of Arizona.
		1.2 Research the contribution of technology, economics, and/or sociology to career education foundations and principles.	1.2 Short paper, 3-5 pages.	1.2 Bailey (1974b) Course Syllabus and Modules 6, 7; Manpower Trends in the 70's; University of Arizona Career Education Project "Annotated Bibliography." Note other resources that follow.
2. Effective teaching.	2. The student will be able to construct a career instructional unit for possible use in the student teaching situation. (Correlation with course objective 5)	2.1 Construct a career education instructional unit.	2.1 Quiz The completed instructional unit.	2.1 Even (1973) Training Packets, "Career Education: Career Instructional Unit"; University of Arizona Career Education Project "Annotated Bibliography."

Integration Schematic IV: Secondary Education 130, Continued

Course Objectives	Career Education Objectives	Suggested Activities	Evaluation	Resources
3. Classroom management and control.	3. The student should show an understanding of the use of community resources as an extension of the classroom to enhance learning. (Objective VI, T)	3.1 Participate in the training session "Utilizing Community Resources."	3.1 Student discussion Quiz	3.1 Even (1973) Training Packets, "Career Education: Utilizing Community Resources."
		3.2 Contract for exploratory work experience. and/or	3.2 Student report Employer report	3.2 Hansen et al. (1973c) TECE Module 3.
		3.3 Make psycho-social visit to a business or industry.	3.3 Written report of observations	3.3 Same as above.
4. Performance objectives.	4. Students will be able to state in writing the purposes, uses and limitation of commonly used career education tests. (Objective VIII, B)	4.1 Examine available career education testing materials.	4.1 Quiz Essay Question Course Post-Evaluation	4.1 Even (1973) Training Packets, "Career Education: Testing."
5. Teaching units and lesson plans.				
6. Methods of instruction.				
7. Audio-visual methods.				
8. Measurement and evaluation.				
9. Teacher self-evaluation.				

Integration Schematic V: Secondary Education 190--Teaching DSA (Designated Subject Area)

Course Description: Principles and methods of teaching (designated subject area); application of educational theory to methods, evaluation, and materials of instruction in (designated subject area).
Career Education Outcome: VI
Career Education Element: Appreciations and Attitudes
Career Education Teacher Preparation Component: Strategies for Implementation Through Curriculum

Course Objectives	Career Education Objectives	Suggested Activities	Evaluation	Resources
1. To show, through their attitudes and expressed intentions, a concern for students.	1. To identify and use the various instructional media suitable for groups. (Course objective 7)	1.1 Develop one or more learning activities for a particular level and subject area. Create a learning activity which is complete and could be used by another teacher.	Pre-Course Evaluation 1.1 The activities themselves. Use of the activities by other teachers or student teachers.	1.1 Hansen (1971); Hansen et al. (1973c) TECE Module 3 Even (1974a); Gysbers and Moore (1974); Kosuth and Miltonberger (1972); Benson (1973); Even (1973) Training Packets, "Career Education: Media."
2. To recognize the various factors affecting the student's behavior and his learning capabilities.	2. To identify techniques in teaching skills oriented to career education. (Adaptation of objective 12)	2.1 Participate in the training session "Career Education: Media."	2.1 Quiz Student participation	
		2.2 Visit the Career Information Center and critique the available materials. Concentrate on curriculum guides, as well as media materials (i.e., kits, filmstrips, cassettes, posters, games).	2.2 Short paper summarizing critiques.	2.2 University of Arizona Career Education Project (1974) "Annotated Bibliography"; Hansen et al. (1973c) TECE Module 3

Integration Schematic V: Secondary Education 190, Continued

Course Objectives	Career Education Objectives	Suggested Activities	Evaluation	Resources
3. To demonstrate a knowledge of the means of motivating students to learn DSA.	3. Identify the career oriented strategies in teaching concepts. (Adaptation of course objective 14)	3.1 Roleplay an interviewing situation.	3.1 Student participation in roleplaying experience.	3.1-3.3 Hansen (1971); Hansen et al. (1973c) TECE Module 3 Even (1973) Training Packets, "Utilizing Community Resources"; Benson (1973); Appalachian Satellite Education Project (1974).
		3.2 Actually interview a worker on the job.	3.2 Interview summary and student reaction.	
		3.3 Simulate preparing a class for a field trip.	3.3 Student involvement in simulation; quiz.	
4. To identify characteristics of the exceptional students and plan a suitable program for each type of student in DSA.	4. To develop an appropriate set of career education objectives for classroom activities in the Designated Subject Area. (Correlation with course objective 7)	4.1 Analyze the various career clustering systems. Decide which would be most workable for you, why, and how you would incorporate it.	4.1 Summary report of reasons why and means of incorporating a particular clustering system.	4.1 Hansen et al. (1973c) TECE Module 3, Appendix M; Appalachian Satellite Education Project materials (1974); Benson (1973); Dull (1972); Taylor, Montague, and Michaels (1972); Even (1973) Training Packets, "Hands-On-Experiences"; Appalachian Satellite Project (1974) "Career Preparation: Strategies for Teachers"; Olson (1973) Table 3; Woodall and Olson (1972); Ellis et al. (1973) "Upper Level Activities"; Even (1974a, 1974c); Gysbers and Moore (1974); Benson (1973).
		4.2 Participate in a Hands-On Experience training session.	4.2 Student participation Quiz	

Integration Schematic V: Secondary Education 190, Continued

Course Objectives	Career Education Objectives	Suggested Activities	Evaluation	Resources
		4.3 Describe an infusion/integration strategy giving examples in a specific subject area from various curriculum guides. Explain the purpose of infusion/ integration.	4.3 Brief paper. Post Evaluation	Additional Resources: Please consult the University of Arizona Career Education Project "Annotated Bibliography" (1974) for additional curriculum guides, subject area activities, and multi-media materials. Bibliographies. check the Arizona Career Education Clearinghouse Bibliography and Index (n.d.).
5. To evaluate student performance using measures appropriate to the conditions. 6. To specify an appropriate set of objectives for classroom activities and student performance. 7. To identify and use the various instructional media suitable for different groups of students. 8. To describe innovative practices in the teaching of DSA, as well as standard methods. 9. To develop a sense of professional responsibility as shown by interest in problems in education and willingness to participate in professional extracurricular activities.				

Integration Schematic V: Secondary Education 190, Continued

Course Objectives	Career Education Objectives	Suggested Activities	Evaluation	Resources
10. To recognize the relationship of college courses in DSA to the secondary level courses that they will be teaching.				
11. To identify and use the concepts of modern secondary DSA.				
12. To identify techniques in teaching skills for DSA.				
13. To distinguish among the several levels of teaching problem solving.				
14. To identify the strategies in teaching concepts.				
15. To formulate a plan for teaching concepts in selected areas of DSA with related skills.				

Integration Schematic VI: Secondary Education 139--
Student Teaching in Secondary School

Course Description: Observation, participation, and responsibility for instruction in secondary school classroom.
Career Education Outcome: V
Career Education Elements: Beginning Competency, Employability Skills.
Career Education Teacher Preparation Components: Counseling Skills, Change Process.

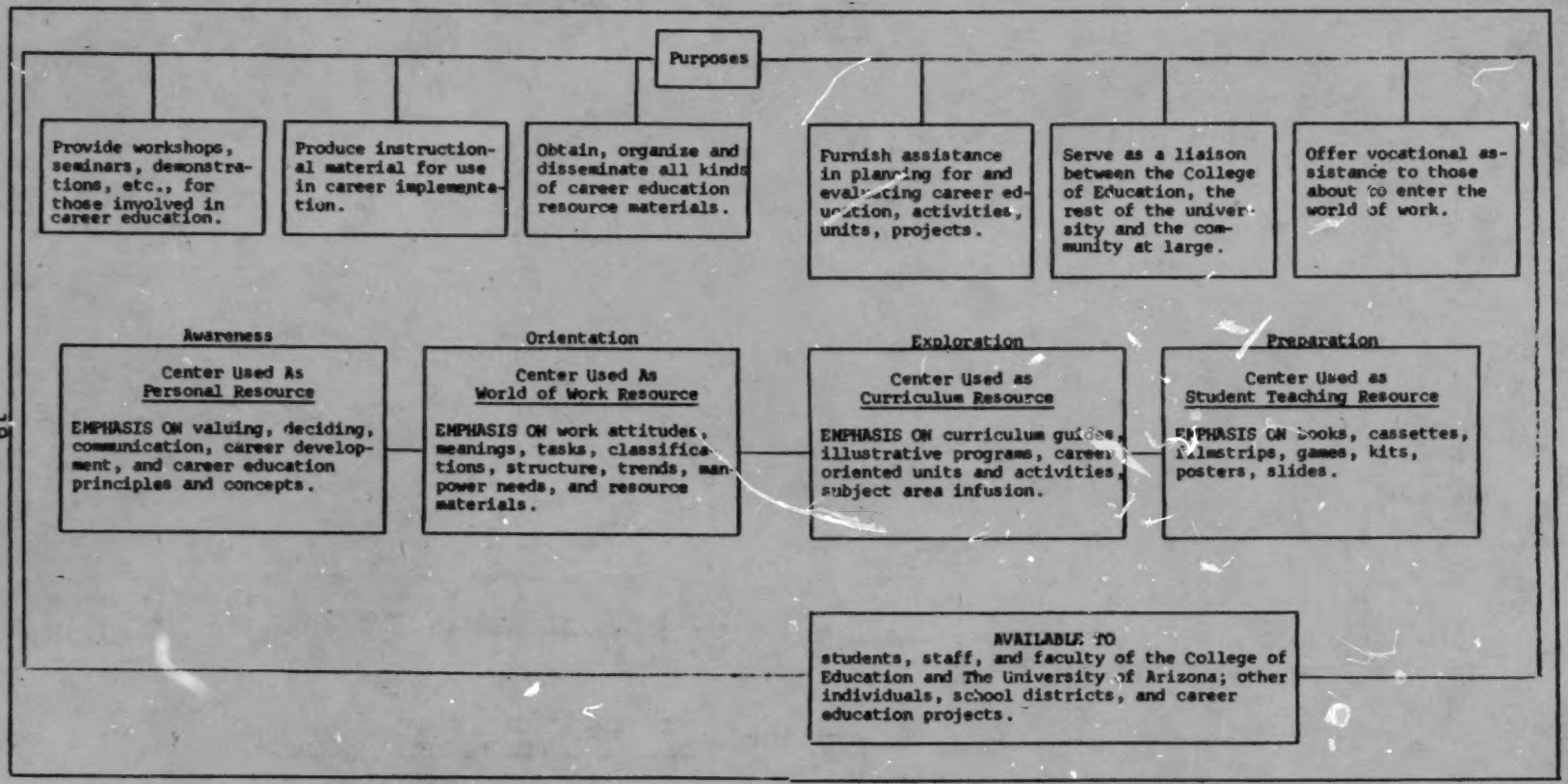
Course Objectives	Career Education Objectives	Suggested Activities	Evaluation	Resources
1. Demonstrate skill in interpersonal relationships with students, teachers, and administrators.	1. Be able to develop career education lesson plans and objectives, teach them, and then evaluate the results, both affective and cognitive. (Adaptations of course objectives 3, 4, 5)		Pre-Course Evaluation 1.1 Observation report.	1.1 Check the Career Information Center, College of Education, University of Arizona, for names of personnel so involved.
		1.1 Interview a teacher or other educators involved in career education and, if possible, observe a lesson being taught.		
		1.2 Integrate a career education unit, module or lesson into your field experience or student teaching and evaluate.	1.2 Student evaluation report. Supervising teacher's report.	1.2 Note resources for 2.1--Integration Schematic IV. Swain (1971); Olson (1973).
2. Demonstrate an adequate knowledge of the subject matter in his field so that he can be competent in its use in lesson planning, and in his work with students.	2. Demonstrate skill in classroom management, as well as in interpersonal relationships with both students and staff. (Correlation with course objectives 1, 2).	2.1 Attend classroom management and interpersonal skill session centering on the following: Adlerian Psychology, Transactional Analysis, Activity Group Guidance, and Group Process.	2.1 Class participation.	2.1 University of Arizona Career Education Project (1974) "Annotated Bibliography"; Counseling and Guidance materials, University of Arizona Counseling and Guidance Departmental Library.
		2.2 Integrate the techniques learned in a student teaching situation.	2.2 Student teaching log. Student and supervisory teacher's assessment of implementation.	2.2 Benson (1973); Appalachian Education Satellite Project (1974); Swain (1971); Kiesow (1973); Even (1974c) miscellaneous materials; Hansen et al. (1973) TECE Modules 1 and 3.

Integration Schematic VI: Secondary Education 139, Continued

Course Objectives	Career Education Objectives	Suggested Activities	Evaluation	Resources
3. Be able to develop the lesson objectives and plans in affective and cognitive areas appropriate to his subject field.	3. Demonstrate an understanding of the process through which changes are brought about in school systems. (Correlation with course objective 6)	3.1 Introduce new career education materials and activities in the student teaching situation.	3.1 Observation of results. Student teaching log Post-Course Evaluation	3.1 Drier (1973b); Hansen et al. (1973a) TECE Module 1 Hansen (1971, 1972a); Xeller (1972a); Even (1974c) miscellaneous materials, "So You Want to Be a Consultant," "The Teacher-Advisor Role"; Even (1973) Training Packet, "The Resource Consultant." Additional Resources: Please consult the University of Arizona Career Education Project "Annotated Bibliography" for additional curriculum guides, subject area activities, and multimedia materials.
4. Be able to teach classes using his objectives and plans.				
5. Be able to evaluate the results of his teaching objectives and plans, both affective and cognitive.				

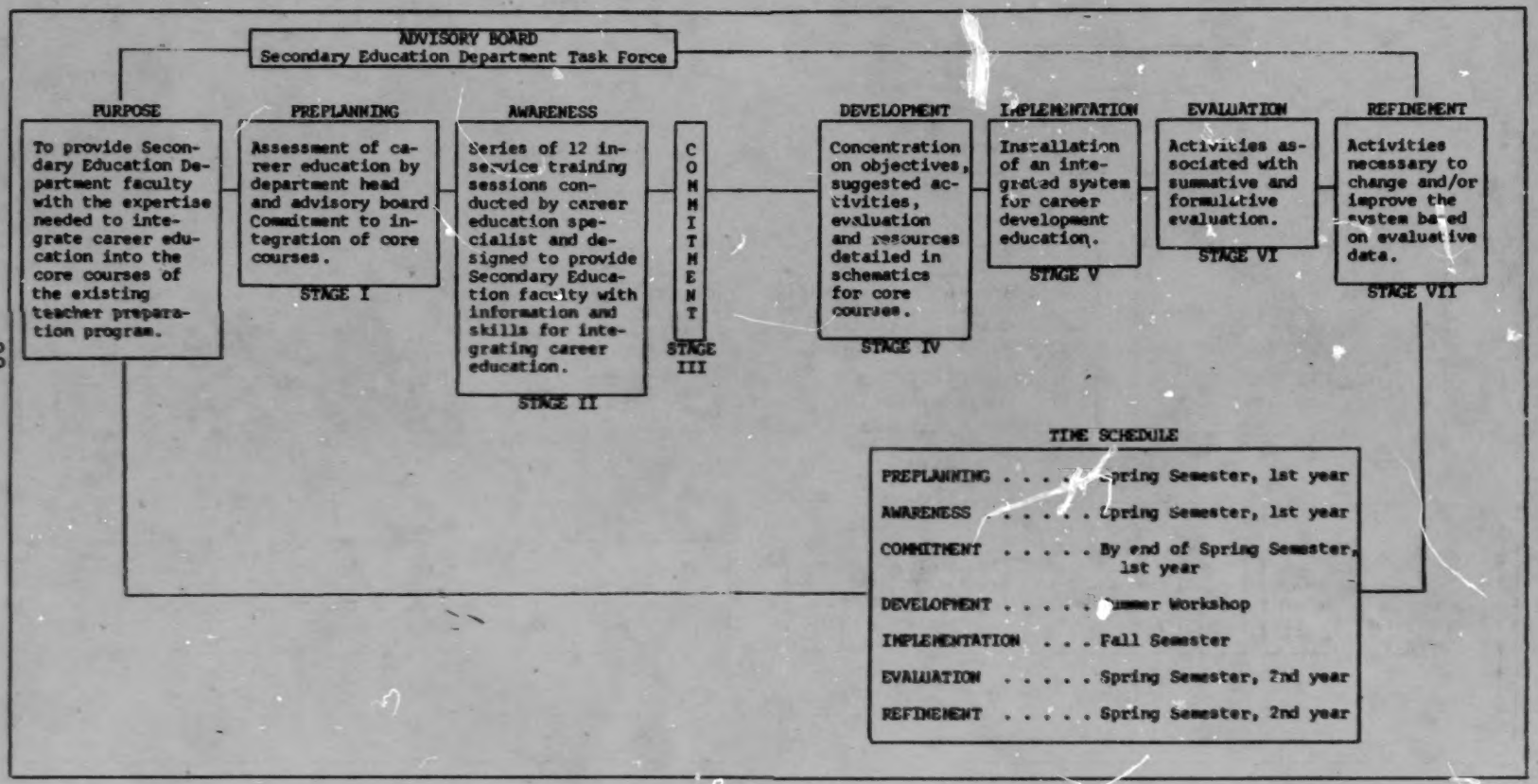
Integration Schematic VI: Secondary Education, 139, Continued

Course Objectives	Career Education Objectives	Suggested Activities	Evaluation	Resources
6. Know the requirements of the school in which he teaches in regard to attendance, grades, administrative procedures, etc., and work within this framework.		Use materials (kits, books, filmstrips, etc.) from the Career Information Center in your classroom.		Bibliographies: check the Arizona Career Education Clearing House Bibliography and Index.


Purposes
Provide workshops, seminars, demonstrations, etc., for those involved in career education.
Produce instructional material for use in career implementation.
Obtain, organize and disseminate all kinds of career education resource materials.
Furnish assistance in planning for and evaluating career education, activities, units, projects.
Serve as a liaison between the College of Education, the rest of the university and the community at large.
Offer vocational assistance to those about to enter the world of work.
Awareness
Center Used As Personal Resource
EMPHASIS ON valuing, deciding, communication, career development, and career education principles and concepts.
Orientation
Center Used As World of Work Resource
EMPHASIS ON work attitudes, meanings, tasks, classifications, structure, trends, manpower needs, and resource materials.
Exploration
Center Used as Curriculum Resource
EMPHASIS ON curriculum guides, illustrative programs, career oriented units and activities, subject area infusion.
Preparation
Center Used as Student Teaching Resource
EMPHASIS ON books, cassettes, filmstrips, games, kits, posters, slides.
AVAILABLE TO
students, staff, and faculty of the College of Education and The University of Arizona; other individuals, school districts, and career education projects.

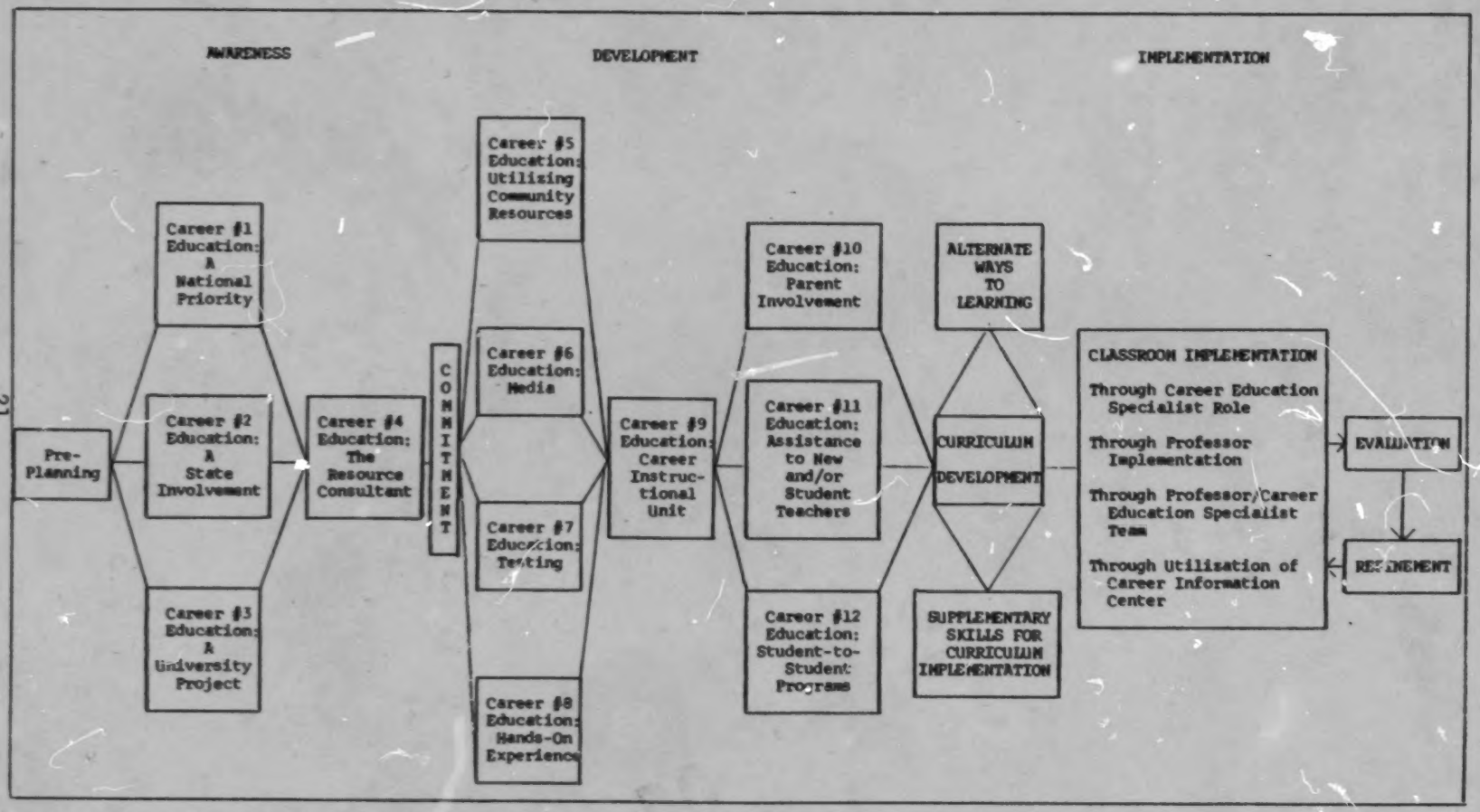
Integration Schematic VII: Use of the Career Information Center

Purposes adapted from Swanson and Jervis (1973, p. 16).


ADVISORY BOARD
Secondary Education Department Task Force
PURPOSE
To provide Secondary Education Department faculty with the expertise needed to integrate career education into the core courses of the existing teacher preparation program.
PREPLANNING
Assessment of career education by department head and advisory board Commitment to integration of core courses.
STAGE I
AWARENESS
Series of 12 in-service training sessions conducted by career education specialist and designed to provide Secondary Education faculty with information and skills for integrating career education.
STAGE II
COMMITMENT
STAGE III
DEVELOPMENT
Concentration on objectives, suggested activities, evaluation and resources detailed in schematics for core courses.
STAGE IV
IMPLEMENTATION
Installation of an integrated system for career development education.
STAGE V
EVALUATION
Activities associated with summative and formulative evaluation.
STAGE VI
REFINEMENT
Activities necessary to change and/or improve the system based on evaluative data.
STAGE VII
TIME SCHEDULE
PREPLANNING . . . . . Spring Semester, 1st year
AWARENESS . . . . . Spring Semester, 1st year
COMMITMENT . . . . . By end of Spring Semester, 1st year
DEVELOPMENT . . . . . Summer Workshop
IMPLEMENTATION . . . Fall Semester
EVALUATION . . . . . Spring Semester, 2nd year
REFINEMENT . . . . . Spring Semester, 2nd year

Integration Schematic VIII: In-Service Training

In-service stages from Keller (1972a).


AWARENESS
DEVELOPMENT
IMPLEMENTATION
Pre-Planning
Career #1 Education: A National Priority
Career #2 Education: A State Involvement
Career #3 Education: A University Project
Career #4 Education: The Resource Consultant
COMMITMENT
Career #5 Education: Utilizing Community Resources
Career #6 Education: Media
Career #7 Education: Testing
Career #8 Education: Hands-On Experience
Career #9 Education: Career Instructional Unit
Career #10 Education: Parent Involvement
Career #11 Education: Assistance to New and/or Student Teachers
Career #12 Education: Student-to-Student Programs
ALTERNATE WAYS TO LEARNING
CURRICULUM DEVELOPMENT
SUPPLEMENTARY SKILLS FOR CURRICULUM IMPLEMENTATION
CLASSROOM IMPLEMENTATION
Through Career Education Specialist Role
Through Professor Implementation
Through Professor/Career Education Specialist Team
Through Utilization of Career Information Center
EVALUATION
REFINEMENT

Integration Schematic IX: In-Service Training

Career Information Center
Implementation

OVERVIEW

If a college or university is attempting to integrate Career Education into its existing teacher preparation programs or is in fact establishing a separate department of Career Education, its strongest asset is a Career Information Center which can serve as the vehicle for attaining the purposes outlined in the following schematic. Without such a Center, a Career Education program of integration or departmental development is vastly limited. None of the suggested purposes can be adequately addressed. Theoretical information can be supplied, of course, but any on-campus activities requiring the demonstration, production, and/or collection of career education materials, are practically eliminated. These hands-on experiences so vital to the development of teacher expertise are once again dependent solely on field participation. Liaison service and vocational assistance are likewise ignored.

If, however, such a Center is available, the following developmental stages can be emphasized:

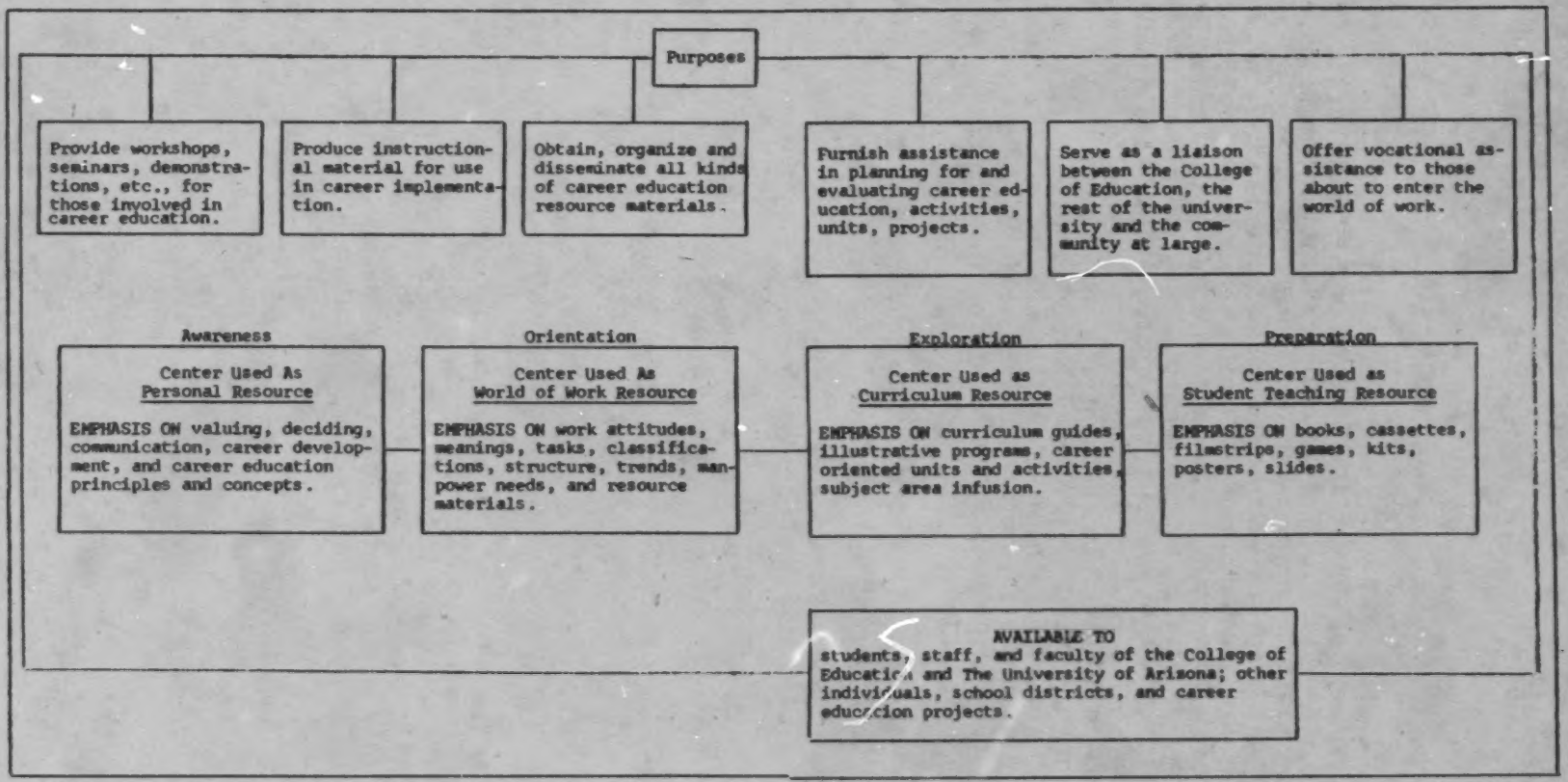
1) The AWARENESS or perception stage in which the Center is used as a personal resource;

2) The ORIENTATION or investigation stage during which the Center serves as a World of Work Resource:

3) The EXPLORATION or in-depth examination stage where the Center becomes a curriculum resource;

4) The PREPARATION or readiness stage in which the Center is designated as a student teaching and vocational resource.

A Career Information Center, then, is a vital ingredient for a Career Education program, because it is in eseence a learning laboratory for the students, faculty and staff of a school or college of education; its resources, however, can be made readily available to anyone on campus or in the community.


Purposes
Provide workshops, seminars, demonstrations, etc., for those involved in career education.
Produce instructional material for use in career implementation.
Obtain, organize and disseminate all kinds of career education resource materials.
Furnish assistance in planning for and evaluating career education, activities, units, projects.
Serve as a liaison between the College of Education, the rest of the university and the community at large.
Offer vocational assistance to those about to enter the world of work.
Awareness
Center Used As Personal Resource
EMPHASIS ON valuing, deciding, communication, career development, and career education principles and concepts.
Orientation
Center Used As World of Work Resource
EMPHASIS ON work attitudes, meanings, tasks, classifications, structure, trends, manpower needs, and resource materials.
Exploration
Center Used as Curriculum Resource
EMPHASIS ON curriculum guides, illustrative programs, career oriented units and activities, subject area infusion.
Preparation
Center Used as Student Teaching Resource
EMPHASIS ON books, cassettes, filmstrips, games, kits, posters, slides.
AVAILABLE TO
students, staff, and faculty of the College of Education and The University of Arizona; other individuals, school districts, and career education projects.

Integration Schematic VII: Use of the Career Information Center

Purposes adapted from Swanson and Jervis (1973, p. 16).

STEP-BY-STEP PROCESS

1. Define the role and the rationale for the Center.
2. Analyze the purposes and objectives of the Center.
3. Assess specific Center needs re: equipment, space, location, materials, staff.
4. Contact departments involved and discuss implementation possibilities.
5. Establish a specific Advisory Committee.
6. Outline possible program and submit for Advisory Committee input.
7. Revise and submit for Advisory Committee approval.
8. Secure space and equipment.
9. Hire staff.
10. Collect existing materials and solicit suggestions for additional materials.
11. Order new materials.
12. Decide on the organization and arrangement of the Center.
13. Set up the Center as materials arrive.
14. Establish policies/guidelines for use.
15. Open the Center.
16. Hold orientation sessions.
17. Publicize the Center.
18. Schedule class visits to the Center.
19. Develop workshop plans.
20. Evaluate the operation; update the materials; and initiate any necessary changes.

ELEMENTS

ADVISORY COMMITTEE

A necessary ingredient for a successful Center operation is the establishment of an Advisory Committee. This Committee consists of representatives from each area or department involved in the Career Education thrust. The chief function of this group will be to serve the Center staff in an advisory capacity. More specifically, the Committee's responsibilities include the following:

1. Examining and approving the Center's program.
2. Suggesting ideas and materials for the Center.
3. Reviewing scheduled Center activities.
4. Serving as a "sounding board" for the Center staff.
5. Encouraging departmental participation in the Center's program.
6. Coordinating within their departments in order to prevent repetition of materials and/or activities.
7. Evaluating completed Center activities.
8. Analyzing "drop-in" use of the Center.
9. Meeting regularly as a group.

(The time, place and regularity of the meetings should be determined by the group itself. A monthly meeting is suggested.)

LOCATION AND SPACE

As this Center is essentially a learning laboratory for the students and faculty of the college/school of education, ideally it should be located there in an easily accessible area. The space needed will depend on an assessment of the student utilization of such a Center. Both location and space, however, are subject to the already existing spatial demands within the college/school. Even though an area large enough to accommodate 30-40 people confortably and to house staff, media equipment and materials is desirable, it is even more important to be in existence! Therefore, it is imperative to BEGIN with whatever is available and to expand from there.

EQUIPMENT

Equipment can be classified into two main categories--ESSENTIAL and DESIRABLE.

ESSENTIAL	DESIRABLE
Telephone	Filmstrip viewers
Career Education materials	Screen
Book shelves	Filmstrip projector
File cabinets	Movie projector
Office supplies	Tape recorders
Access to duplicating machines	Zerox machine
Tables	Mimeo machine
Chairs	Ditto machine
Desks	Overhead projector
Typewriters	Video equipment
Bulletin boards	
Audio-visual cart	

The ESSENTIAL items, in many cases, can be secured from existing equipment not assigned. If not, part of the Center budget must be allocated for necessary equipment. As for the DESIRABLE items, use of most of them can be arranged through an academic department, through the college/school's resource supplies or through the campus audio-visual bureau. If any of the DESIRABLE items are deemed ESSENTIAL and cannot be secured as suggested, then they too must be considered in the budget for the Center.

MATERIALS

A list of specific materials for stocking a Career Information Center can be found in Appendix A. The organization of these materials, however, is another item for consideration. The suggestion made by staff members of the Westside Area Career Occupations Project (WACOP), to arrange Center materials according to type of material has proved to be most workable. Career Education materials thus fall into the following categorical types:

Books (B)	Miscellaneous (MISC)
Cassettes (CS)	Pamphlets (PM)
Files (F)	Posters (P)
Filmstrips (FS)	Periodicals (PER)
Games (G)	Simulations (SIM)
*Kits (KT)	Transparencies (TP)

*Kits can be defined as any multi-media unit.

These groups of materials can then be arranged in alphabetical order around the perimeter of your room, thus leaving the center area for study tables and chairs.

In order to more precisely classify WITHIN item categories, materials can be sorted systematically in terms of the following breakdown or a comparable one devised to fit specific needs:

1. Generalities
2. Career Education
3. Counseling and Guidance
4. Decision-Making
5. Education
6. Self-Awareness
7. Subject Area
8. World of Work
9. Testing
10. Valuing

If such categorizing is to be efficient for users as well as for staff, a card catalog system like that available in any other library or resource center will need to be established. In addition to a Center Shelf List, an alphabetically arranged listing of all materials including publication information that are available in the Center, TITLE, SUBJECT and GRADE LEVEL indices can be set up. The TITLE INDEX will be arranged alphabetically like the SHELF LIST, but will carry such additional information as an ITEM notation and an acquisition NUMBER taken from the Center's Acquisition List which is compiled according to the date of the item's arrival (i.e. B-1 or FS-4). Annotation, grade level usage, price, and subject classification (1-10) are also included. The GRADE LEVEL Catalog can be color-coded according to grade level usage (i.e. high school/adult = blue; junior high = green; elementary = pink) and will carry all information but the annotation and the subject classification; the latter information can be secured from the TITLE catalog. The SUBJECT Catalog, then, will be arranged according to subject (i.e. Generalities, Career Education, Counseling and Guidance, etc.) and will include all information, but the annotation and the grade level usage.

SAMPLE TITLE CARDS

2.1
B-133 Career education: What is is and how to do it, Kenneth B. Hoyt, Rupert N. Evans, Edward F. Mackin, Garth L. Mangum. Olympus Pub. Co., 2nd ed., 1974. 238 pp.

Provides the philosophic and historical background for understanding what career education is, why it is needed, and how it developed. Instructs on how a program can be implemented within a school system.

1 CAREER EDUCATION
6.95

Olympus Publishing Co.
937 E. 9th South
Salt Lake City, Ut 84105

KT
7.6 First things: What happens between people.
K-41 Guidance Associates, 1970. 2 color filmstrips, 1 cassette, 1 discussion guide.

Grades K-3.

Contents: 1. What happens between people 64 fr/ 8 min. 2. Part II 41 fr/5 min.

Introduces primary grade children to basic concepts of their social and physical environments.

1 SOCIAL STUDIES
19.35

Guidance Associates
41 Washington Ave.
Pleasantville, N.Y.

FILES

Files to be set up include the following:

-- Vertical Files: Established for miscellaneous career materials and pamphlets. Arranged alphabetically.

-- Occupational Files: Developed from free materials, occupational briefs, the Occupational Outlook Handbook pamphlets. This information can be arranged according to a clustering system (see Appendix B, "Sample Occupational Clustering Systems"), alphabetically by career title or alphabetically by subject area emphasis.

-- College Files: Set up on a limited basis as such catalogs and information are generally available in the main campus library. Shelved alphabetically by state or by college.

-- Junior College Files: Set up in the same way as the College Files.

-- Apprenticeship Files: Developed with materials available from local apprenticeship programs. Filed alphabetically.

-- Training Schools: Put together with materials secured from local beauty, barber, business and career colleges. Filed alphabetically.

-- Speaker Files: Optional. Established by securing commitments from individuals willing to speak on given topics to various groups. This information can be arranged in one of several ways. (See Appendix C, "Alternative Resource Speaker Filing Systems.")

GUIDELINES FOR USE

Suggested Purposes for the Center:

-- Provide workshops, seminars, demonstrations, etc., for those involved in Career Education.

-- Produce instructional material for use in Career Education implementation.

-- Obtain, organize and disseminate all kinds of Career Education resource materials.

-- Furnish assistance in planning for and evaluating Career Education activities, units, projects.

-- Serve as a liaison between the College/School of Education, the rest of the campus, and the community at large.

-- Offer vocational assistance to those about to enter the world of work.

Services available through the Center:

-- Individualized assistance

-- Facility for class/personal visitations

-- Career Education Workshops

-- Material demonstration and development

-- Resource materials for class, personal use

-- Referral source

-- Vocational assistance

Policy Considerations Relating to the Center:

-- Hours of Center

-- Material check-out system

-- Length of borrowing time

-- Reserve materials

-- Newsletter dissemination

-- Demonstrations and workshops

-- Tabulation of Center visitors

-- Users' evaluation of materials

-- Priority availability of Center and its materials

ORIENTATION

Faculty and students, particularly, need to be familiarized with the Career Information Center--its purposes, its services, its availability. However, such a familiarization process can be successfully achieved only after the Center staff is fully aware of their responsibilities and of the Center's functions. When this stage of orientation has been satisfactorily completed, then the following two-stage orientation of students and faculty can proceed:

STAGE I: Open House. This stage can be planned for students and faculty separately or together. It consists of publicizing designated times when students and faculty can come to the Center and discover where it is, what it contains and who operates it.

STAGE II. Class Session. This stage is a precisely planned session in the Center for a designated class and its professor. (See Appendix D, "Orientation: The Career Information Center.")

PUBLIC RELATIONS

Chief components of this element are publicity and coordination with others operating in a similar capacity. In order to establish and continue a Career Information Center, continuous publicity must be forthcoming through bulletin boards, periodic flyers, the campus newspaper, a regular newsletter, etc. In addition, Center staff must be in contact with others on the campus and in the community who are providing similar services. Only through a concerted attempt to make the campus community aware of the Center and a willingness to cooperate with others in the field will the Center be able to meet the needs of its users and realize its stated purposes.

WORKSHOPS

The Career Information Center provides the optimum ingredients for the development of a variety of Career Education workshops. The place, a knowledgeable staff, and the necessary resource materials are accessible to any group who wants to meet for a period of intensive study in Career Education. Although groups will have different needs and workshop topics, formats and time schedules will vary, in most cases, the following generalized components will be applicable or adaptable:

I. Overview of Career Education

II. Analysis of Career Education and _____

III. Career Education Materials Appropriate to _____

IV. Development of Career Education Activities, Units, Programs, Resources in/for _____

Regardless, it is a prime responsibility of the Center staff to make such workshops available not only to faculty and students, but also to local school districts requesting assistance with Career Education implementation. (See Appendix D, "Suggested Topics for Career Information Center Workshops.")

VOCATIONAL ASSISTANCE

One of the purposes of a Career Information Center is to provide help to those about to enter the world of work. This vocational assistance may occur as one-to-one consultations, group decision-making activities, career exploration workshops, or class career information sessions. It is therefore imperative that the Center staff be able to utilize Career Education resources from a purely occupational viewpoint.

STAFF

In order to oversee the Center, to fulfill the purposes outlined for its implementation and to develop the previously described programs, a minimum staffing would be as follows:

Career Education Specialist

Qualifications: Master's or doctoral degree in an educational area. Experience in teaching, administration and Career Education necessary.

Responsibilities include:

1. Directing the operation of the Center.
2. Meeting with the Advisory Board.
3. Hiring and supervising staff.
4. Ordering supplies and Career Education materials.
5. Planning and conducting orientations.
6. Developing workshop plan.
7. Conducting workshops.
8. Teaming with professors for Career Education integration into existing courses.
9. Coordinating with other campus student services.
10. Supervising independent study in Career Education.
11. Providing vocational assistance.
12. Evaluating Career Information Center program and revising.
13. Updating Center materials.

Center Administrative Assistant

Qualifications: A minimum of two years college experience. Working knowledge of secretarial skills and business procedures. Background and/or interest in library work and Career Education preferred.

Responsibilities include:

1. Maintaining and augmenting procedures for utilizing the Career Information Center.
2. Handling all Center business procedures (typing, filing, ordering, compiling, mimeographing, etc.).
3. Supervising part-time secretarial help.
4. Organizing and maintaining Center materials.
5. Arranging materials for Center activities and workshops.
6. Publicizing Center activities (through bulletin boards, flyers, personal contact).
7. Publishing Center newsletter.
8. Keeping Center evaluation records.

Part-Time Secretarial Help

Qualifications: Secretarial skills (typing, filing, compiling, mimeographing, etc.) and experience.

Responsibilities include:

1. Typing assigned materials.
2. Operating duplicating machines.
3. Compiling materials.
4. Assisting administrative assistant.

BUDGET

The operating budget for a Career Information Center will vary from school to school depending on the size of the Center, the number of staff, and the amount of available materials. Still, the major budget items to be considered will be the following:

Staff	Equipment	Supplies
Career Education Materials	Space	

Possible funding sources include (1) the existing college/university budget; (2) federal contracts and grants (Vocational or Career Education monies); (3) state resources (in Vocational or Career Education); (4) private foundations.

EVALUATION

OVERVIEW

Although rationale and implementation represent the major segments of any program, they are incomplete without the inclusion of an evaluation segment. When such an evaluation segment is automatically built into the on-going operation of a Career Information Center, the development of the operation can be carefully documented: its effectiveness analyzed and its implementation adapted. In order to secure a representative analysis, evaluation should be drawn from the following groups:

-- The Advisory Committee

-- Involved faculty and staff

-- Student participants

-- Others (local school district personnel and/or community representatives)

Evaluation instruments should be devised to examine the effectiveness of:

-- Orientation

-- Workshops

-- In-class presentations

-- Material usage

-- Vocational assistance

-- The entire program

INSTRUMENTS

The sample evaluation formats included here can be adapted to fit specific needs or can serve as guidelines for the development of new instruments. They are grouped in the following categories: Surveys, Questionnaires, Evaluations, Miscellaneous Formats.

SURVEYS

Benson (1973, p. A-85), "Program Reaction Survey"

Staff

1. In what ways has the Career Development Program helped you to do a better job professionally?

   A. Increased my knowledge of career development concepts.
   B. Provided a vehicle for increasing curriculum relevancy.
   C. Provided usable materials for my work.
   D. Stimulated more team work.
   E. Increased community assistance in education.
   F. Other _____
   _____
   G. No help.

2. Did you feel you had a voice in the implementation of the program, if you desired?

   ☐ Yes ☐ No

3. The amount of time required for this program was:

   ___ too much
   ___ okay
   ___ too little

4. The major objectives of the program as you see them are (check all appropriate answers):

   A. Meet national manpower needs.
   B. Develop specific student job skills before graduation.
   C. Integrate vocational and academic education.
   D. Help students select an occupation before graduation.
   E. Increase the use of community resources.
   F. Other _____
   _____
   G. Impossible to determine.

5. What are the highlights of the program? _____
   _____

6. In your opinion were the participants supportive of this program?

   ☐ Much ☐ Some ☐ Little ☐ None

7. Did this program duplicate what is being done already?

☐ Much ☐ Some ☐ Little ☐ None

If so, where _____

8. What, if any, problems do you see associated with the program? _____

_____

9. Were the materials developed useful?

☐ Much ☐ Some ☐ Little ☐ No help

10. Were the techniques developed useful?

☐ Much ☐ Some ☐ Little ☐ No use

Benson (1973, p. A-87), "Community Reaction Survey"

Career Development Program Date _____

1. In general, I am aware of the Career Development Program:

☐ Yes ☐ No ☐ Unsure

2. The major objectives of the program, as you see them, are:
Please rank, 1--being the highest priority objective
7--being the lowest priority objective

___ a. Meet national manpower needs
___ b. Develop specific student job skills before graduation
___ c. Integrate vocational and academic education
___ d. Help students select an occupation before graduation
___ e. Increase the use of community resources
___ f. Create an awareness of the world of work
___ g. Impossible to determine
___ h. Other _____

3. In your opinion, are parents supportive of this type of program?

☐ Much ☐ Some ☐ Little ☐ No support

4. Are you supportive of this program?

☐ Much ☐ Some ☐ Little ☐ No support

General comments: _____

_____

White and Bainter (1973), "Pre-Service Teacher Attitude Survey"

Opinion Statement	Level of Agreement % Agree	Undecided	Disagree
1. The concept of career education is long overdue in the nation's schools.			
2. The preparation of general teachers for career education roles should be a function of this institution.			
3. Every pre-service teacher should have hands-on experience in structuring career education curriculum.			
4. Career education is probably a passing fad.			
5. If I had a choice, I would like to work in a school system which has a career education program.			
6. Bringing the world of work into the school curriculum in the elementary and middle school will negatively affect the student's choice about what to learn.			
7. I would like to have additional experience in structuring career education curriculum.			
8. I have sufficient work experience myself that I could use in structuring career education curriculum.			
9. Education for employment is as justifiably a part of the school curriculum as education for college.			
10. I would recommend this module to other pre-service teachers.			

QUESTIONNAIRES

Even (1974a), "Administrator Information Questionnaire"

1. Have you had personal contact with the Career Education Specialist during the current school year?

   ☐ Yes ☐ No

2. Based on your personal observations, what would you consider to be the involvement of both students and teachers with the Career Education Specialist (check appropriate box)?

   Great Professor Involvement ——— Little or No Professor Involvement

   Great Student Involvement ——— Little or No Student Involvement

   Comments: _____

3. How satisfied are you with the specialist related activities in your department/college?

   Very Satisfied ——— Very Dissatisfied

   Comments: _____

4. Briefly state what you feel the role of the career education specialist should be in your department/college.

5. Are there any specialist activities which you feel should be expanded? Explain: _____

6. Are there any activities that you feel can be reduced? Explain: _____

7. Have either students or professors related favorable or unfavorable comments to you regarding specialist activities? If so, what was the nature of these? _____

Even (1974b), "Professor Information Questionnaire"

1. Have you had any personal contact with the Career Education Specialist during the current school year?

   ☐ Yes ☐ No

   If yes, approximately how many times? _____
   Was this on a regular basis (i.e. monthly, weekly, etc.)?

   ☐ Yes ☐ No

2. In which of the following areas have you received help or materials from the Career Education Specialist (check each one that applies)?

   ___ a. Setting up field trips for students.
   ___ b. Locating resource speakers for the class.
   ___ c. Obtaining materials for the career education discussions.
   ___ d. Teaching a class on career possibilities.
   ___ e. Developing workshops.
   ___ f. Receiving occupation information at faculty meetings.
   ___ g. Providing vocational counseling for students.
   ___ h. Other (explain briefly): _____

3. For the activities checked above, please describe briefly the help or materials which the Career Education Specialist gave you: _____

4. How would you rate the services which you have received from the Career Education Specialist (check one)?

   ☐ excellent ☐ good ☐ average
   ☐ fair ☐ poor ☐ not applicable

   Briefly explain why you feel this way: _____

5. What suggestions could you offer the specialist for future career education activities during the next academic year?

6. Provide a brief statement as to how you personally define the role of Career Education Specialist in your college/ department: _____

_____

_____

7. What services could the Career Education Specialist provide you with that you feel would be helpful? _____

_____

_____

Young (1971), "Career Education Questionnaire"

1. Identify what you believe to be the main components of a Career Education Program, K-12: _____

_____

2. Do you believe your school with its present staff can implement a Career Education program?

☐ Yes ☐ No

If Yes--How? If no--Why not?

_____

_____

3. A. What kind of in-service training will be needed to aid you in preparing to implement Career Education?

_____

_____

B. How much time (in hours) do you believe it will take to prepare you for a Career Education role? _____ hours

4. A. What types of curriculum materials will you need to implement Career Education? _____

_____

B. Will you use curriculum materials prepared by others?

☐ Yes ☐ No

5. Up to now my involvement in the Career Development Program has been (check all that apply):

___ a. As a parent
___ b. As a community employer
___ c. As a class resource speaker
___ d. As a school community tour host
___ e. Other
___ f. None

6. I would be willing to be involved in the Career Development Program in the following ways (check all that apply):

___ a. As a class resource speaker
___ b. As a school community tour host
___ c. As a personal interview subject
___ d. Other
___ e. Not sure

7. I am answering this survey as a:

___ a. Parent
___ b. Business representative
___ c. Civic organization member
___ d. Educator
___ e. Other

Thank you.

Gentlemen: I can give my assistance in the following:
___ Resource Speaker ___ Field Trips ___ Personal Interview

Name _____
(Please print)

Address _____

City _____ State _____ Zip _____

Telephone _____ Occupational Area _____

EVALUATIONS

Tuckman (1972), "Instrument 2" -- Think About This Workshop

	Very	Quite	Some-what	Neither or Both	Some-what	Quite	Very	
Respectable	___:	___:	___:	___:	___:	___:	___:	Disrespectable
Purposeful	___:	___:	___:	___:	___:	___:	___:	Aimless
Unworthy	___:	___:	___:	___:	___:	___:	___:	Worthy
Unrewarding	___:	___:	___:	___:	___:	___:	___:	Rewarding
Practical	___:	___:	___:	___:	___:	___:	___:	Impractical
Interesting	___:	___:	___:	___:	___:	___:	___:	Boring
Unsatisfactory	___:	___:	___:	___:	___:	___:	___:	Satisfactory
Realistic	___:	___:	___:	___:	___:	___:	___:	Unrealistic
Unessential	___:	___:	___:	___:	___:	___:	___:	Essential
Important	___:	___:	___:	___:	___:	___:	___:	Unimportant
Harmful	___:	___:	___:	___:	___:	___:	___:	Helpful
Secure (future)	___:	___:	___:	___:	___:	___:	___:	Insecure(future)
Meaningless	___:	___:	___:	___:	___:	___:	___:	Meaningful
Unsuccessful	___:	___:	___:	___:	___:	___:	___:	Successful
Attractive	___:	___:	___:	___:	___:	___:	___:	Unattractive
Profitable	___:	___:	___:	___:	___:	___:	___:	Unprofitable
Definite	___:	___:	___:	___:	___:	___:	___:	Indefinite
Ineffective	___:	___:	___:	___:	___:	___:	___:	Effective
Worthless	___:	___:	___:	___:	___:	___:	___:	Valuable
Undesirable	___:	___:	___:	___:	___:	___:	___:	Desirable

Tuckman (1972) (Adapted)

"Career Education Workshop Final Evaluation Form"

Read each statement carefully and decide how you feel about it. You will agree with some statements and disagree with others. There are five possible answers to each statement. The "undecided" answer should be circled only when you have no opinion. Circle one answer where applicable and complete all statements.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The objectives of this workshop were clear to me	SA	A	U	D	SD
2. Specific goals and planning made it easy to work efficiently	SA	A	U	D	SD
3. I did not learn anything new	SA	A	U	D	SD
4. The material presented was valuable to me . . .	SA	A	U	D	SD
5. I was stimulated to think about the topics presented	SA	A	U	D	SD
6. We worked together well as a group	SA	A	U	D	SD
7. I did not have an opportunity to express my ideas	SA	A	U	D	SD
8. My time was well spent .	SA	A	U	D	SD
9. The workshop met my expectations	SA	A	U	D	SD
10. The content presented was applicable to the future implementation of Career Education	SA	A	U	D	SD

11. As a result of your participation in this workshop, what plans have you formulated for future implementation of Career Education?

47

12. In your opinion, what were the major strengths of this workshop?

13. In your opinion, what were the major weaknesses of this workshop?

14. If you were to conduct a workshop similar to this one, what would you do differently from what was done in this workshop?

15. Additional comments about the workshop:

Even and Delap, The University of Arizona Career Education Project, 1974.

"Material Evaluation"

Name _____
School _____
Grade Level _____
Name of Item _____ Date(s) Used _____

1. General Reaction

   Positive _____
   Negative _____

   Student Reaction

   Positive _____
   Negative _____

2. Number of students involved:

   _____ 5-10 _____ 21-30
   _____ 11-20 _____ 31-40
   _____ over 40

3. Product evaluation (1 = lowest, 5 = highest)

accuracy	1	2	3	4	5
relevancy	1	2	3	4	5
currency	1	2	3	4	5
over-all quality	1	2	3	4	5
usefulness	1	2	3	4	5
student reaction	1	2	3	4	5

4. Context in which used (what area, how many, why, etc.):

5. Suggestions for use (how many, with whom, how, what part of, etc.):

6. Other comments:

MISCELLANEOUS FORMATS

Neal (1972)

"Confidence Scale"

Directions: Please rate the statements on this instrument with respect to your feelings of confidence to do the things specified. Rate the statements on a nine (9) point scale. Circle the number 9 for those statements which describe the knowledge or skills that you are very confident you possess; circle 1 for those statements which describe those knowledges or skills which you are very uncertain that you possess or any number in-between which you think describes your level of confidence.

1	2	3	4	5	6	7	8	9
Very Uncertain		Uncertain		Neutral		Confident		Very Confident

Example:
I am confident that I would do a better job of teaching if I were paid more money. 1 2 3 4 5 6 7 8 9

1. I am confident that I have a working knowledge of career education. 1 2 3 4 5 6 7 8 9

2. I am confident that I can relate subject matter to the world of work. 1 2 3 4 5 6 7 8 9

3. I am confident that I have the skill necessary to work effectively with students in small groups (3 to 7 students). 1 2 3 4 5 6 7 8 9

4. I am confident that I have the skills necessary to work effectively with pupils in large groups (entire class). 1 2 3 4 5 6 7 8 9

5. I am confident that I know enough about the world of work to teach effectively about it in the classroom.	1	2	3	4	5	6	7	8	9
6. I am confident that I would use curriculum materials prepared by myself.	1	2	3	4	5	6	7	8	9
7. I am confident that I would use curriculum materials prepared by others.	1	2	3	4	5	6	7	8	9
8. I am confident that I have the necessary skills to cope with individual student discipline problems.	1	2	3	4	5	6	7	8	9
9. I am confident that I understand the problems of teaching students in a career education program.	1	2	3	4	5	6	7	8	9
10. I am confident that I possess the necessary skills required to cope with group discipline problems.	1	2	3	4	5	6	7	8	9
11. I am confident that I understand the problems of the students I teach.	1	2	3	4	5	6	7	8	9
12. I am confident that I have the necessary skills to deal with unexpected situations in teaching as they develop.	1	2	3	4	5	6	7	8	9
13. I am confident that I can adapt my teaching program to implement career education.	1	2	3	4	5	6	7	8	9
14. I am confident that I can use such techniques as field trips, closed circuit TV and resource persons effectively in my teaching program.	1	2	3	4	5	6	7	8	9
15. I am confident I understand the need for career education.	1	2	3	4	5	6	7	8	9

RECORD OF MATERIALS' CIRCULATION AND PATRON USAGE

MONTH: _____

MATERIALS: _____
PATRONS: _____
WORKSHOPS: _____

MATERIALS & PATRONS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY TOTAL
BOOKS						
CASSETTES						
FILMSTRIPS						
GAMES						
KITS						
PERIODICALS						
PAMPHLETS						
POSTERS						
PATRONS						
WORKSHOPS						

Even and Delap, The University of Arizona Career Education Project, 1974.

In-Service
Implementation

INITIAL ACTIVITIES

PART I. For Department Heads/Area Coordinators individually:
Step-by-Step Process of Development

1. Briefly review materials in packet.

2. Quickly jot down what is already being done in your department/area.

3. Select four core courses/areas for concentrated integration.

   FILL IN SCHEMATIC I

4. Consider as they are appropriate to your department/area:

   --- Implementation Possibilities

   --- Goal/Mission

   --- Outcomes and Elements

   --- Teacher Preparation Components

   --- Courses to Be Integrated

   --- Career Center/Laboratory Usage

   --- Evaluation Options

   --- Characteristics of Your Program

   FILL IN SCHEMATIC II

5. Examine as they are appropriate to at least one of your core courses/areas:

   --- Description

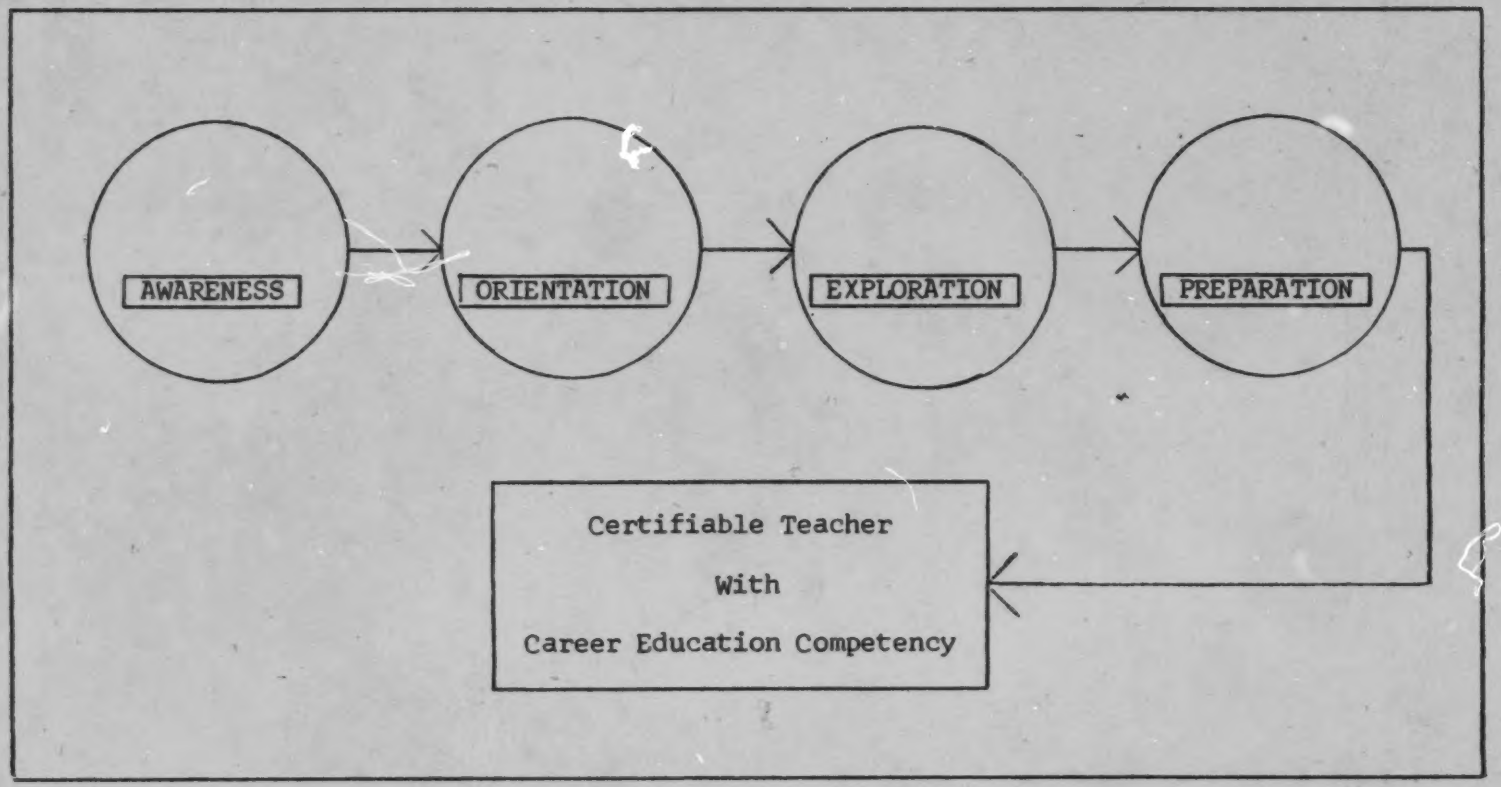
   --- Outcomes and Elements

   --- Teacher Preparation Components

   --- Course/Area Objectives

   --- Career Education Objectives

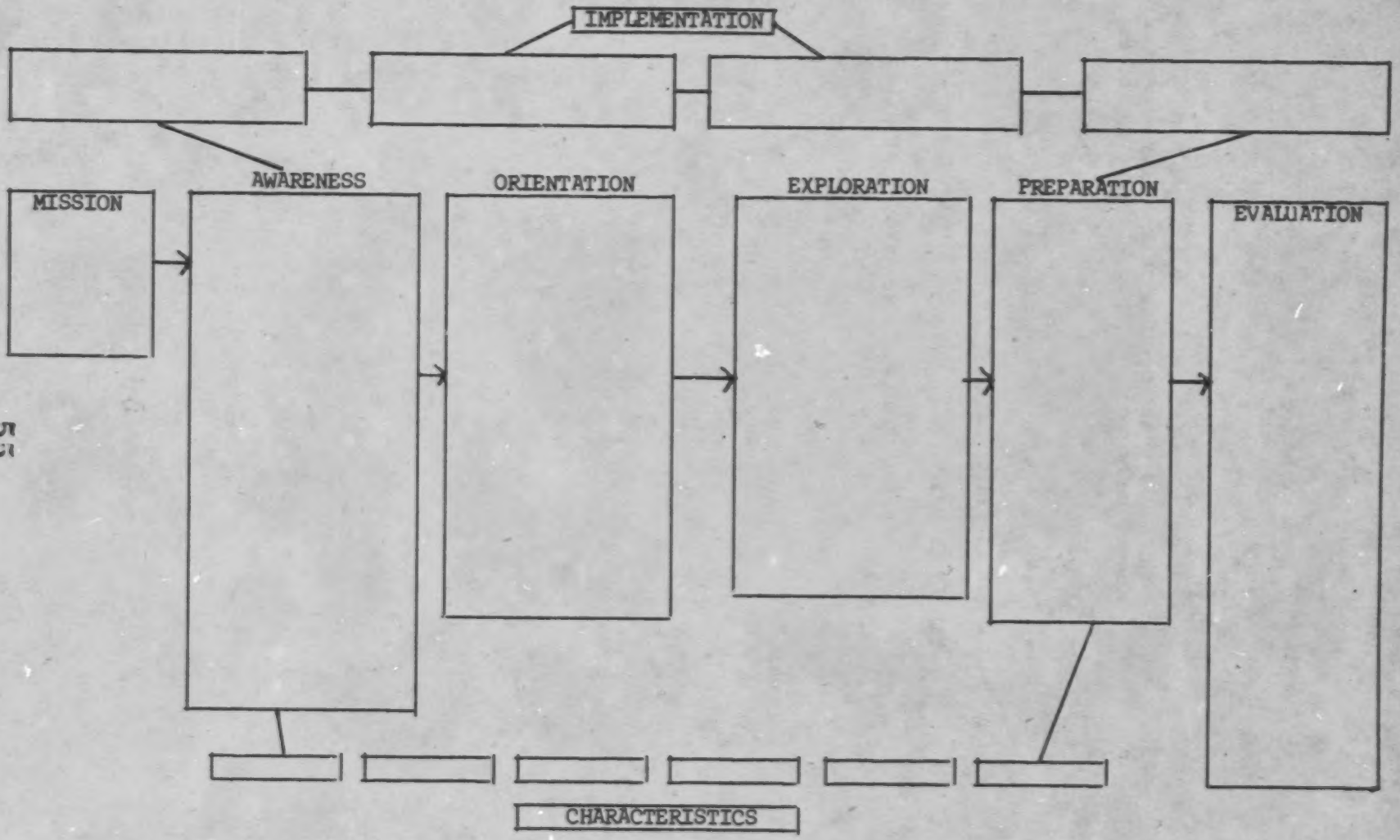
   --- Suggested Activities



Integration Schematic I: Career Education Emphasis in Existing Core Courses

Schematic design adapted from POP Instructional Model (Hackett et al. 1974).

INTEGRATION SCHEMATIC II: COMPLETE SCHEMATIC OF CAREER EDUCATION INTEGRATION INTO EXISTING CORE COURSES



--- Evaluation Options

--- Resources

FILL IN SCHEMATIC III - VI

6. Study as they are appropriate to the development of a new Center or the refocusing of an existing Center:

--- Purposes

--- Levels of Usage

--- Availability

FILL IN SCHEMATIC VII

Briefly note the general categories of materials you would want available in the Center.

INTEGRATION SCHEMATIC III

Course Description:

Career Education Outcome:
Career Education Element:
Career Education Teacher Preparation Component:

COURSE OBJECTIVES	CAREER EDUCATION OBJECTIVES	SUGGESTED ACTIVITIES	EVALUATION	RESOURCES

INTEGRATION SCHEMATIC IV

Course Description:

Career Education Outcome:
Career Education Element:
Career Education Teacher Preparation Component:

COURSE OBJECTIVES	CAREER EDUCATION OBJECTIVES	SUGGESTED ACTIVITIES	EVALUATION	RESOURCES

INTEGRATION SCHEMATIC V

Course Description:

Career Education Outcome:
Career Education Element:
Career Education Teacher Preparation Component:

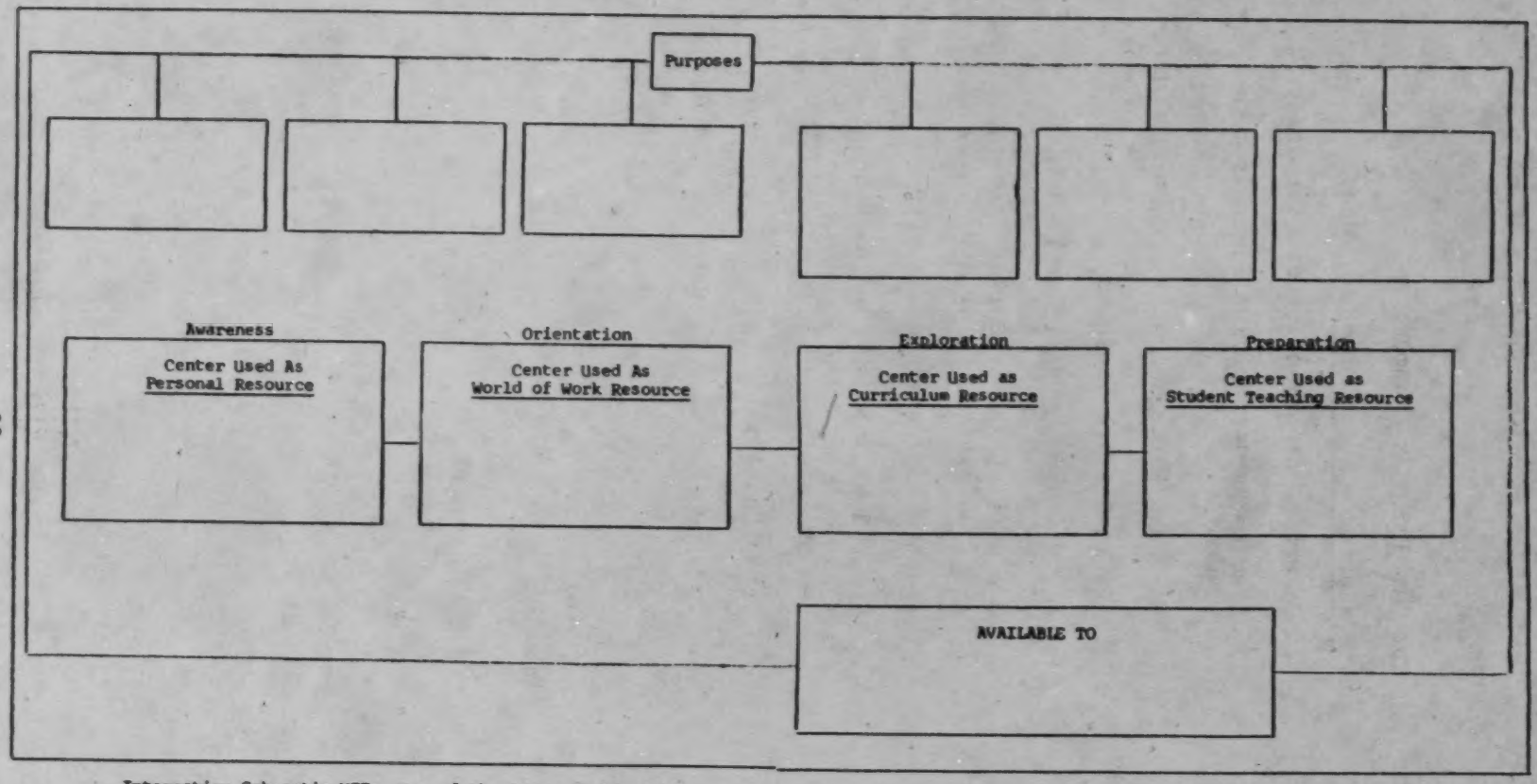
COURSE OBJECTIVES	CAREER EDUCATION OBJECTIVES	SUGGESTED ACTIVITIES	EVALUATION	RESOURCES

INTEGRATION SCHEMATIC VI

Course Description:

Career Education Outcome:
Career Education Element:
Career Education Teacher Preparation Component:

COURSE OBJECTIVES	CAREER EDUCATION OBJECTIVES	SUGGESTED ACTIVITIES	EVALUATION	RESOURCES



Integration Schematic VII: Use of the Career Information Center

Purposes adapted from Swanson and Jervis (1973, p. 16).

PART II. For the Group as a Whole:

Compilation of Developmental Ideas

1. Determine Broad Goals for Your Group
2. Examine Implementation Ideas from the Group's Viewpoint

   --- Task Force/Coordinating Unit/Advisory Board

   --- In-Service Training

   FILL IN SCHEMATIC VIII

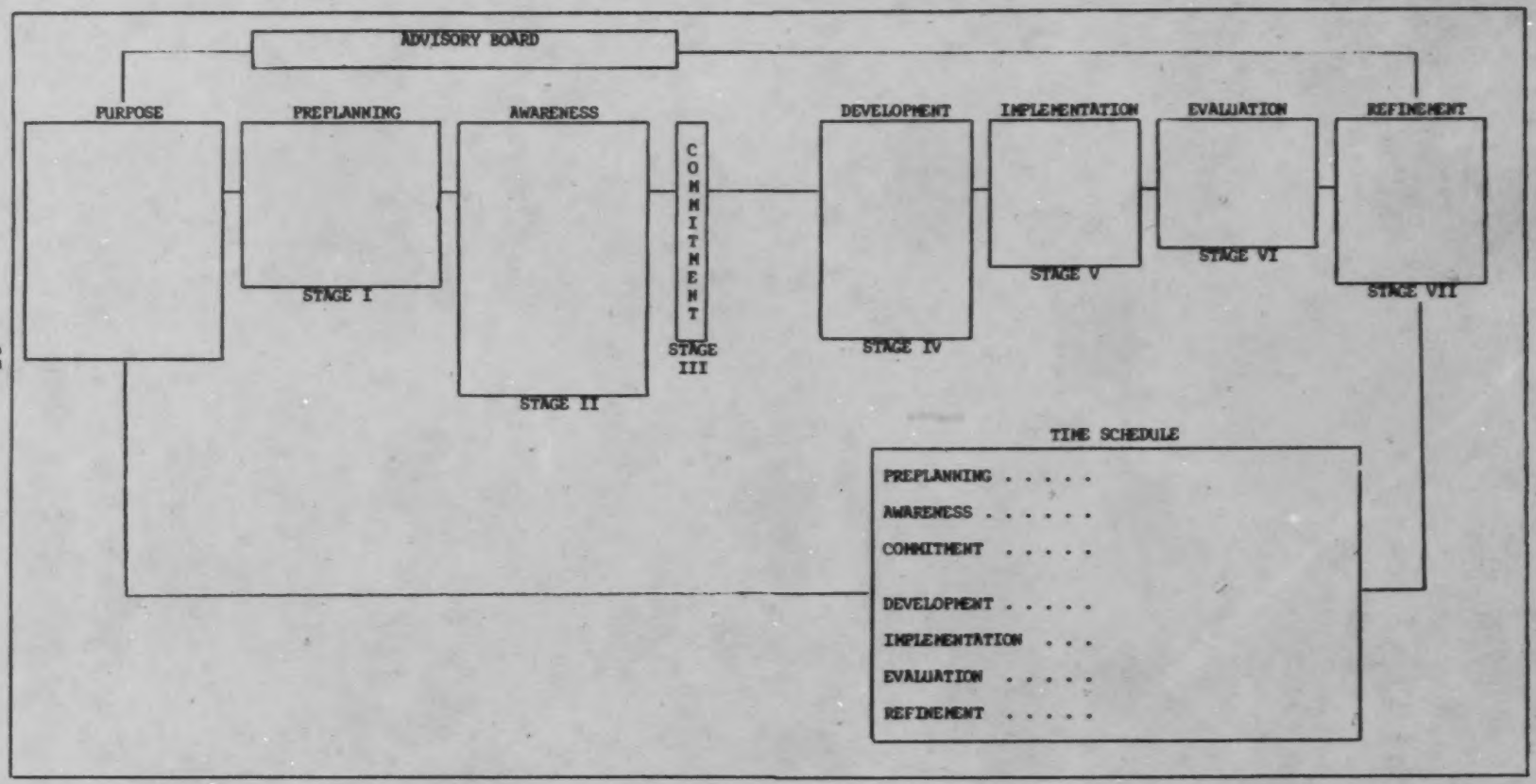
   --- Development of Career Information Center (Facilities, Materials, etc.)

   --- Need for additional staff

   --- Budget Changes/Funding Requests

   --- Evaluation
3. Establish Priorities
4. Outline Tentative Timeline for Implementation

GOALS . . .



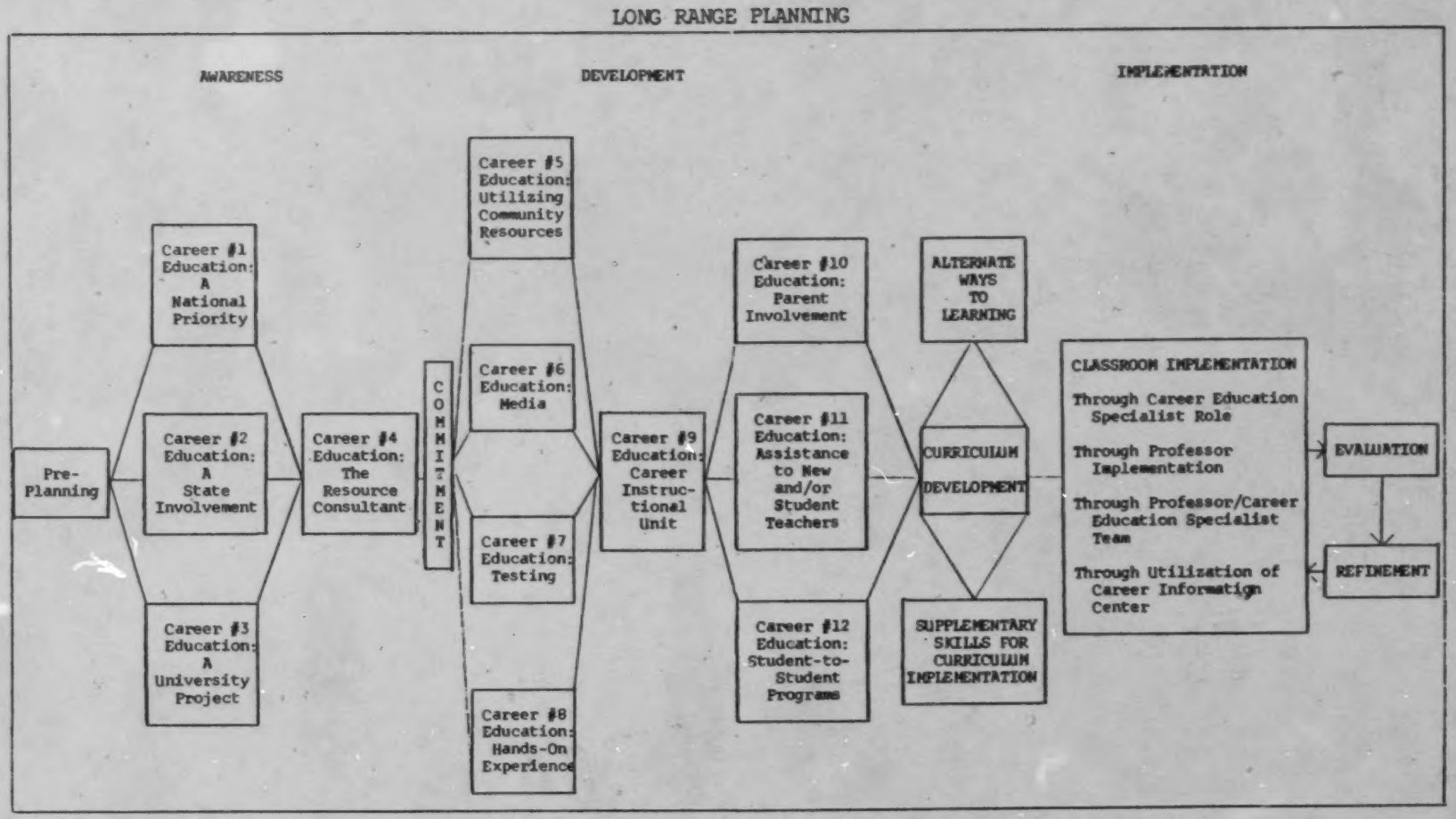
Integration Schematic VIII: In-Service Training

In-service stages from Keller (1972a).

PRIORITIES . . .

TIME LINE FOR IMPLEMENTATION

Sequenced Activities	Person(s) Responsible	Start - Date	End - Date



Integration Schematic IX: In-Service Training

Appendices

APPENDIX A

SAMPLE
CAREER INFORMATION CENTER
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Suzanne E. Delap

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University of Arizona
June 1975

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Eye-Hand Coordination	1-6	Physical Education
Liquid Measurement	1-3	Language Arts
Learning About Lenses	4-6	Science
Learning About Microscopes	4-6	Science
Learning About the Telescope	4-6	Science
Making Your Own Camera	4-6	Science
Math in Music	4-6	Math
Math for Work and Fun	4-6	Math
Use of an Engineer's Level	4-6	Math
Worka--An Occupational Titles Game	4-6	Language Arts
Math in Music	4-6	Music
Junior High		
Clasé	7-9	English
Make a Bid	7-9	Math
Math in Space	7-9	Math
Pesetas to Dollars, from U.S. to Spain	7-9	Math
Securities Salesperson	7-9	Math, General Business
Trace a Check	7-9	General Business, Math
Urban Planner	7-9	Social Studies
Working With Words	7-9	Language Arts
Senior High		
Constructing an Engineer's Level, a Xylophone, an Electrical Apparatus	7-12	Industrial Arts
Buying and Selling Stocks	10-12	Math and Business
Caseworker	10-12	Social Studies
Drawing 3-dimensional Objects	10-12	Drawing, Art
Landscape Architect	10-12	Drafting, Science
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Job Attitudes: A Job That Goes Someplace. 2 color filmstrips, 2 cassettes and teaching guide. Pleasantville, N.Y.: Guidance Associates, 1970. (37.35)

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Job Seekers and Career Tips Posters. 48 posters. Los Angeles: Haase Publishers, Inc., 1968. (25.00)

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Occupational Exploration Kit. 400 occupational briefs, 35 student record books, occupation scanner, Job Family Series (16), Guidance Series booklets (8). Chicago: Science Research Associates, 1971. (123.00)

Off We Go to the Aquarium. One color filmstrip, cassette, and discussion guide. Pleasantville, N.Y.: Guidance Associates, 1973. (18.00)

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Roles and Goals. Discussion guide, cassette and filmstrip. Niles, Il.: Argus Communications, 1972. (17.50)

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Science and Engineering Careers Kit. Occupational pamphlet file. Largo, Fl.: Careers, 1974. (37.20)

Select a College--Select a Major Field. Educational Sensory Programming. (4.90)

Selectapes. 6 cassettes discussing college. New York: Macmillan Publishing Company, 1974.

Semi-Skilled Careers Kit. Occupational pamphlet file. Largo, Fl.: Careers, 1974. (46.23)

Simpson, Bert. Helping Hands, play-by-colors. Playing board, markers, value cards and leader's guide with discussion questions. San Diego: Pennant Educational Materials, 1973. (8.50)

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Special Education. Kit 90-2, Reading Readiness, Holidays, Transportation. 10 filmstrips, 10 cassettes. Glenview, Il.: Educational Projections Corp., n.d.

Special Education Kit, Reading Readiness, Holidays, Transportation. 10 transparencies, 16 learning manuals, 10 sets of spirit masters for cassettes, and one set of skill sheets. Glenview, Il.: Educational Projections Corp., n.d. (169.50)

Sprigle, Herbert R. Inquisitive Games--Discovering How to Learn. 16 sequenced games, 130 picture cards, 2 charts, 6 spinner units and teacher's handbook. Chicago: Science Research Associates, 1969. (117.95)

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The Valuing Approach to Career Education, K-2 Series. Filmstrips, read-along books, Becoming Me File with spirit masters, games, puppet and lesson plans. Waco, Tex.: Education Achievement Corp., 1974. (347.50)

The Valuing Approach to Career Education, 3-5 Series. Filmstrips, cassettes, read-along books, About Me file with spirit masters, games, reading sheets and lesson plans. Waco, Tex.: Education Achievement Corp., 1974. (480.95)

The Valuing Approach to Career Education, 6-8 Series. Cluster Game, Work Values Auction Game, spirit master sets and lesson plans. Waco, Tex.: Education Achievement Corp., 1974. (271.29)

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Ward, J. K. Life Style 2100, Individual Cassette Learning Package. Teacher's guide, cassette, response sheet, performance task sheet. Baltimore: Media Materials, Inc., n.d. (9.25)

_____. Transportation, Individual Cassette Learning Package. Baltimore: Media Materials, Inc., n.d.

Wee Winkie and His Friends. Story Kit. Winkie Bear, 6 sheets of flannelgraph figures, book of 27 stories. Elgin, Il.: David C. Cook Publishing Company, 1965. (2.75)

Wesley, John. Equality, a simulation of the struggle for racial equality in a typical American city. Lakeside, Cal.: Interact Company, 1971. (12.00)

_____. Mahopa, a simulation of the history and culture of the North American Indian. Lakeside, Cal.: Interact Company, 1972. (12.00)

What You Should Know Before You Go to Work. 2 filmstrips, 2 cassettes and teaching guide. Pleasantville, N.Y.: Guidance Associates, 1967. (37.35)

When I Grow Up, I Want to Be . . . 2 large beige felt figures (male and female) with occupational dress and accessory pieces. Paoli, Pa.: Instructo Corp., 1970. (7.95)

White, Jane F. and Pearce, Glenn. Getting a Job. 18 posters. Portland, Mn.: J. Weston Walch, 1969. (4.00)

_____. Secretarial Careers. 18 posters. Portland, Mn.: J. Weston Walch, 1970. (4.00)

Who Am I? Concept of Self. Unit I of the Kindle sound-filmstrip series. 5 filmstrips, 5 cassettes, and teacher's discussion guide. Englewood, N.J.: Scholastic Magazines, Inc., 1970. (59.50)

Workers We Know. Programmed Work Awareness Kit, Level B. Teacher's manual, picture charts, picture cards, puppets, hats and clothing for puppets, cash register, play money, job description cards, records, My Book of Workers I and II, and supplementary activities and materials. Moravia, N.Y.: Chronicle Guidance, 1973. (150.00)

Yount, David and Dekock, Paul. Sunshine, a simulation of current racial problems in a typical American city. Teaching guide and 35 student guides. Lakeside, Cal.: Interact Company, 1972. (12.00)

Zakich, Rhea. Tell It Like It Is! The Ungame. Instructions, game board, 2 sets of "tell it like it is" cards (white and yellow), dice, pawns. San Diego: AuVed, 1972. (7.95)

BIBLIOGRAPHICAL NOTES

NOTE 1:

Essential Materials for establishing a Career Information Center.

Deciding	$ 4.00
Decisions and Outcomes	
Desk Top Careers Kit	140.91
DUSO D-1 Kit	96.00
DUSO D-2 Kit	98.00
Focus on Self Development--Stage 1: Awareness	121.00
Focus on Self Development--Stage 2: Responding	135.50
Focus on Self Development--Stage 3: Involvement	121.00

Job Experience Kits		140.00
Occupational Exploration Kit		123.00
Occupational Outlook Handbook		6.50
Search for Meaning		39.95
Search for Values		44.95
Values Clarification		3.95
Widening Occupational Roles Kit		180.00
	TOTAL	$1,254.76

NOTE 2:

Prices listed for individual items are school prices as of Spring, 1974.

NOTE 3:

Some of the materials noted are more than five years old. At the time they were purchased, more recent information was not available.

NOTE 4:

Materials not priced were free, complimentary, or already available through the University of Arizona Counseling and Guidance Department.

APPENDIX B

SAMPLE OCCUPATIONAL CLUSTERING SYSTEMS*

Several individuals and groups have attempted to classify occupations and to relate them to school subjects. The aim is to find ways to organize the world of work, the 25,000 or so, occupations and to bring it down to manageable size for exploration.

USOE CAREER EDUCATION CLUSTERS

1. Construction Occupations
2. Manufacturing Occupations
3. Marketing and Distribution Occupations
4. Agri-Business and Natural Resources Occupations
5. Marine Science Occupations
6. Health Occupations
7. Public Service Occupations
8. Business and Office Occupations
9. Communications and Media Occupations
10. Transportation Occupations
11. Environmental Control Occupations
12. Hospitality and Recreation Occupations
13. Personal Services Occupations
14. Fine Arts and Humanities
15. Consumer and Homemaking Related Occupations

HUMRRO SYSTEM (Revised USOE System)

K-3
- Goods Producing Occupations
- Service Occupations

Grades 4-6
- Industry
- Commerce
- Social Science
- Arts

Grades 7-9 (Industry Classifications)
- Natural Resources
- Construction
- Manufacturing
- Transportation and Communications
- Trade and Finance
- Government
- Education
- Health and Welfare
- Person Services
- Production Services
- Arts and Humanities
- Recreation and Hospitality

OREGON CAREER EDUCATION CLUSTERS

1. Mechanical and Repair
2. General Clerical
3. Basic Marketing
4. Agriculture
5. Food Service
6. Construction
7. Wood Products
8. Secretarial
9. Metal Working
10. Bookkeeping and Accounting
11. Health
12. Electrical-Electronics
13. Social Service
14. Graphic Arts

*Hansen, Lorraine S., Klaurens, Mary, and Tennyson, W. Wesley. Module 2--"Preparing Secondary Teachers Through Curriculum," Project TECE Teacher Education for Career Education. Minneapolis: University of Minnesota, 1973.

MICHIGAN CAREER EDUCATION CLUSTERS

1. Agriculture-Natural Resources
2. Art and Science
3. Communications and Media
4. Construction
5. Distribution
6. Health
7. Home Economics
8. Hospitality and Recreation
9. Manufacturing
10. Office
11. Service
12. Transportation

JOHN HOLLAND'S CATEGORIES

1. Enterprising
2. Social
3. Artistic
4. Conventional
5. Intellectual
6. Realistic

APPENDIX C

ALTERNATIVE RESOURCE SPEAKER FILING SYSTEMS

I. By Career Clusters

SAMPLE

CLUSTER _____

NAME: POSITION:

OCCUPATION: PHONE:

ADDRESS: ZIP:

SUBJECT AREA:

GRADE LEVEL: GROUP SIZE:

COMMENTS:

(front)

SPEAKER USAGE

TEACHER	DATE	RATING	TEACHER	DATE	RATING

(back)

II. By Speaker Name

Substitute for CLUSTER the first letter of the last name (A) and file alphabetically.

III. By Subject Area

Substitute SUBJECT AREA for CLUSTER and file alphabetically. Omit SUBJECT AREA listed below.

IV. By Occupation

Substitute OCCUPATION for CLUSTER and file alphabetically. Omit OCCUPATION listed below.

APPENDIX D

ORIENTATION: THE CAREER INFORMATION CENTER

GOAL:
To make learners aware of the available elementary/secondary Career Education materials.

OBJECTIVES:
1. The learners will know what kinds of Career Education materials are available.
2. The learners will be able to identify Career Education materials appropriate to the elementary/secondary school-aged students.
3. The learners will be able to integrate at least one piece of Career Education material into their classroom curriculum.

ACTIVITIES:
1. The leader will introduce the learners to the Career Information Center by explaining the development and organization of the Center.
2. The leader, with the help of the learners, will demonstrate the items particularly appropriate to the elementary/secondary setting.
3. With the leader serving as a consultant, the learners will examine the materials.
4. Using the attached Learning Activity Brief format, the learners will develop at least one activity utilizing Career Education material.
5. The learners will share their ideas for classroom implementation.

TIME:
1-2 hours, depending on available time. Activities can be adapted or omitted to meet the time allotted.

ENRICHMENT:
The learners may critique Career Education materials for future school purchasing.

RESOURCES:
Career Information Center materials.

MEDIA:
Filmstrip viewers and cassette tape recorders available for use.

EVALUATION:
Summary discussion focusing on the applicability of Career Education materials in the elementary/secondary school.

"Learning Activity Brief"*

1. Career goal statement (to be taken from Arizona Matrix)

2. Performance Objective:

   Who--(usually students)
   What--(example: shall demonstrate responsibility)
   How--(example: by independently performing a routine task)
   Measurement--(as observed by the teacher)
   When--(time limit)
   Performance Criteria--(a task or three tasks)

3. Description of Unit:

   Grade level, subject, and unit in subject--
   Grade level 5, Language Arts, Letter-Writing unit)

4. Activity:

   Indicate--Reading Option or Non-reading Option
   Suggested teacher activities--be specific.
   Suggested learner activities.
   Approximate time for activity.
   Suggested grouping.

5. Enrichment

6. Resources for teachers:

   Textbooks, stories, films, slides, filmstrips, sources of information, etc.

7. Media needed:

   (audio-visual equipment needed)

8. Evaluation (method of--give example of worksheet, tests, etc.)

*Arizona Career Education Clearninghouse. Phoenix: Arizona State Department of Education.

APPENDIX E

SUGGESTED TOPICS FOR CAREER INFORMATION CENTER WORKSHOPS

A Career Education Workshop Tailored to Your Needs

Career Education in Action

Utilizing Community Resources

Parent Involvement in Career Education

The Role of the Counselor as a Career Education Consultant

The Classroom Teacher and Career Education

Career Education: Vehicle for Curriculum Change

Hands-on Experience: A Useful Career Education Tool

Testing and Career Education

Student-to-Student Programs in Career Education

Development of a Career Guidance Program

Writing Career Instructional Activities and/or Units

Career Education: Assistance to New and/or Student Teachers

Career Education: Use in a Bilingual Program

Career Education and the Disadvantaged

Career Education for the Gifted Student

Career Education Specialty Topics

- Games
  - Hobbies
    - Bulletin Boards
      - Media Making
        - Subject Area--Math, Social Studies, English, etc.

APPENDIX F

SELECTED REFERENCES IN CAREER EDUCATION*

ABLE Model Program. Introducing Career Education to Teachers: A Handbook for Consultants, Workshop Leaders, and Teacher Educators. De Kalb, Ill.: Northern Illinois University, 1972. (ED-067-487)

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CE 008 204

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